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# Whitworth University Catalog 2012-2013

Whitworth University

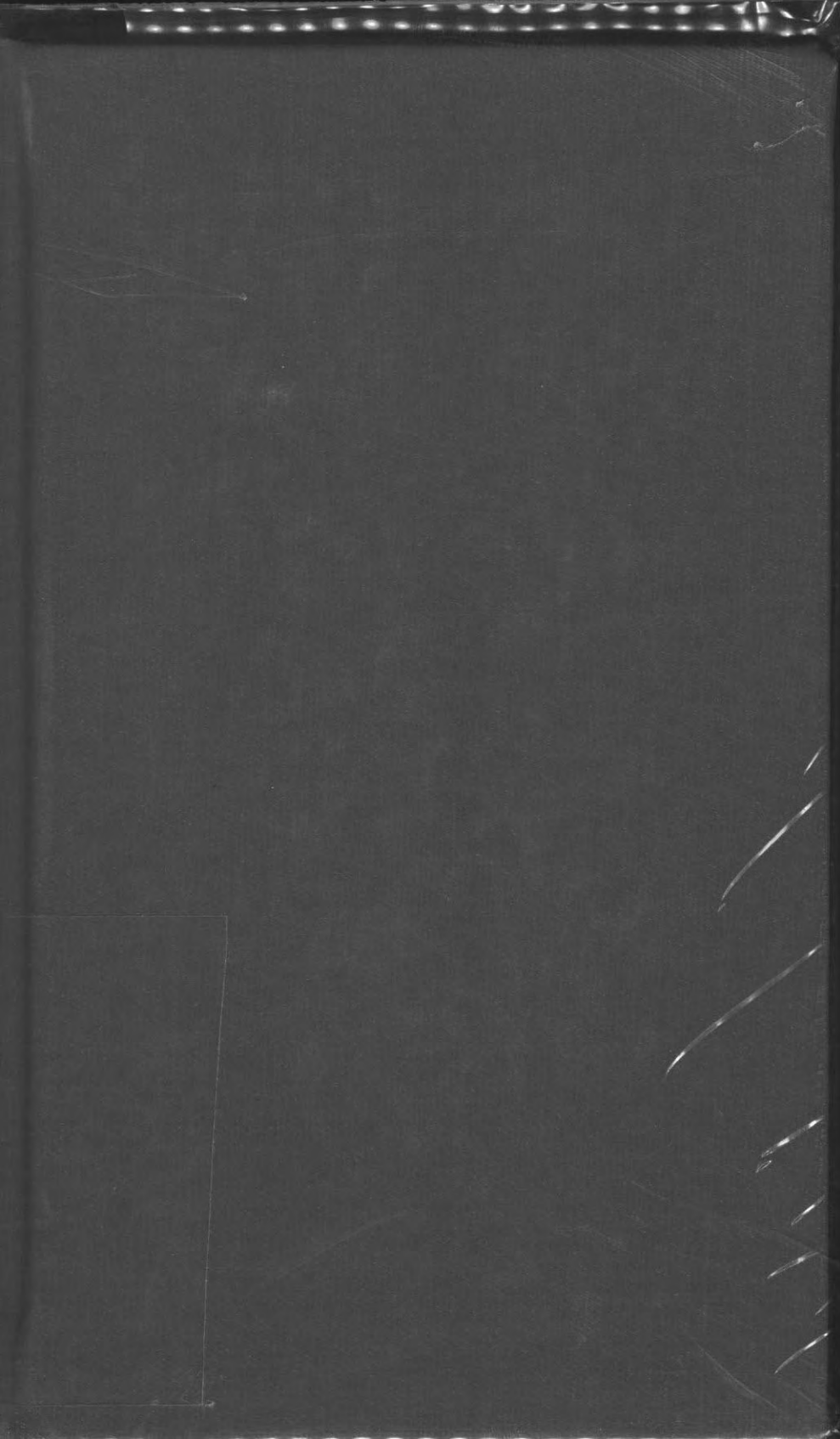
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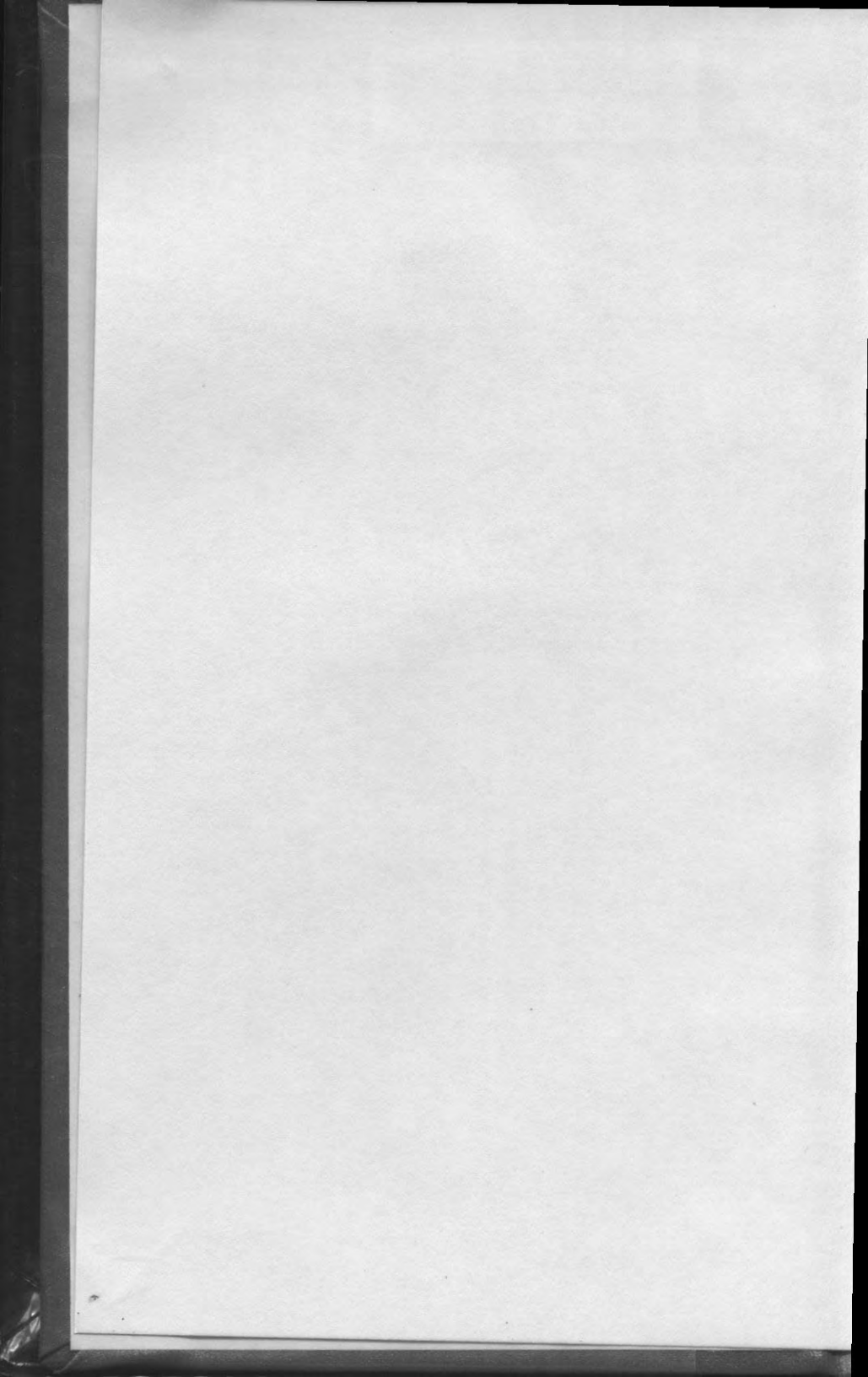
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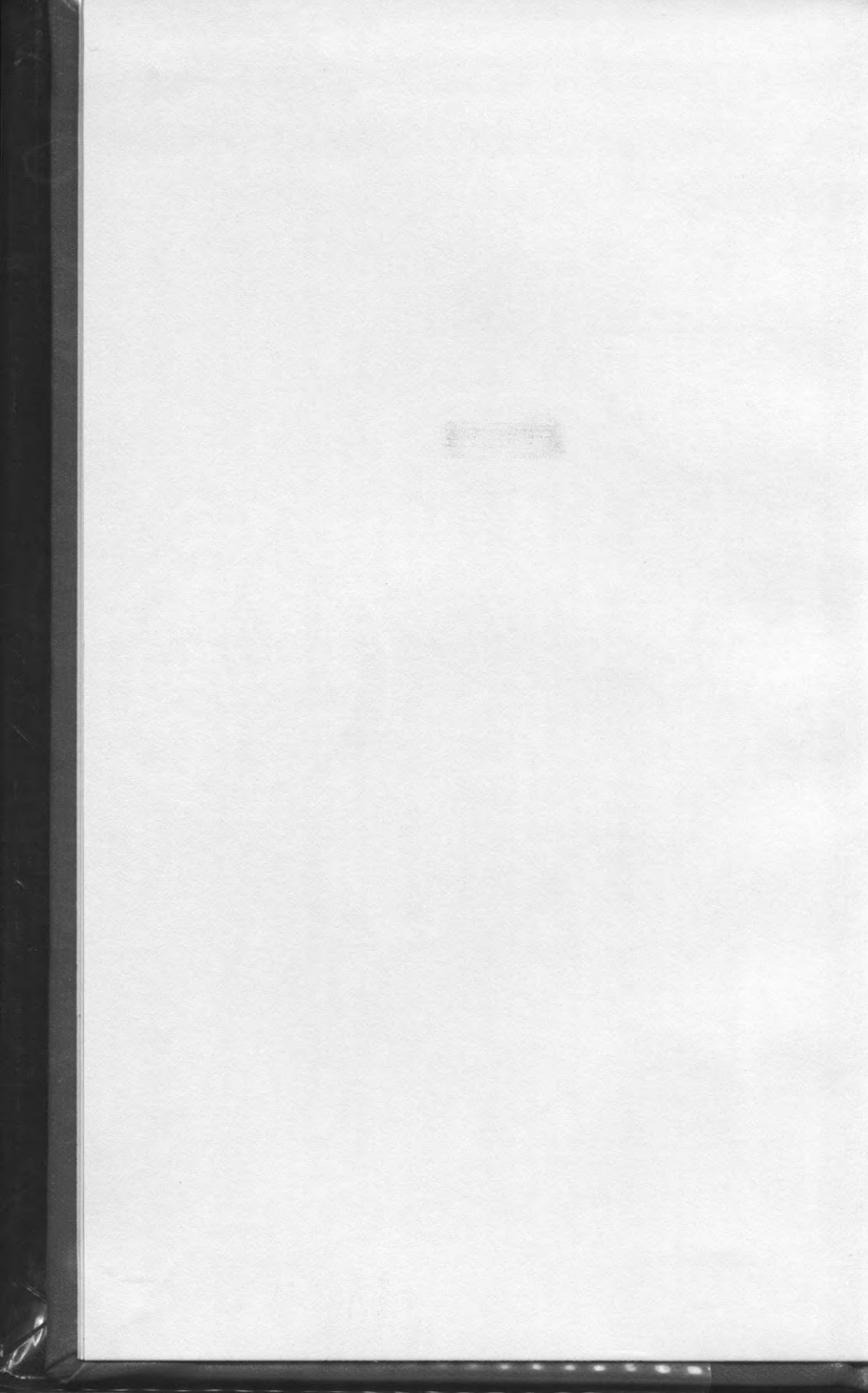




*Catalog*



*2012-13*



# President's Welcome



Welcome to Whitworth University! For more than 120 years, Whitworth has committed itself to providing an "education of mind and heart" that combines incredible learning opportunities with an enduring commitment to nurturing the soul. Within these pages, you will learn more about the many and diverse academic opportunities for our students. What cannot be captured here is the true spirit of Whitworth University. That enabling spirit equips our students to ask hard questions, allows our professors to seek new knowledge no matter where that search leads them, empowers our campus to form a lasting community characterized by grace and truth, and honors the relationships that we build along the way. When you complete your time at Whitworth, you will be among a privileged few who have been equipped within these hallowed grounds to use your newfound wisdom, gifts, and talents "to honor God, follow Christ, and serve humanity."

Go, Pirates!

Beck A. Taylor

President

Whitworth University

# Directory: E-mail and Telephone

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[admissions@whitworth.edu](mailto:admissions@whitworth.edu)

800.533.4668

509.777.3212

Adult Degree Programs/Continuing Studies

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509.777.3222

Alumni & Parent Relations Office

[alumni@whitworth.edu](mailto:alumni@whitworth.edu)

800.532.4668

509.777.3799

Chaplain's Office

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Health & Counseling Center

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# About Whitworth University

## Our Mission

Whitworth University is a private, residential, liberal arts university affiliated with the Presbyterian Church (USA). Whitworth's mission is to provide its diverse student body an education of mind and heart, equipping its graduates to honor God, follow Christ and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

## Our Core Values

Since 1890, Whitworth University has held fast to its founding mission to provide its students an education of mind and heart characterized by rigorous and open intellectual inquiry and the integration of Christian faith and learning. Anchored in the Reformed tradition and enriched throughout its history by strong evangelical and ecumenical currents, Whitworth's mission is carried out by a diverse community of dedicated Christian scholars and staff members who are called to a variety of vocations to serve and support students. Whitworth believes that the best learning occurs in the context of relationships — inside and outside the classroom — in which professors and staff members alike invest in the lives of students. Whitworth is committed to modeling the highest standards of integrity and fairness and to being a trusted and valued member of the community. As a Christian liberal arts university, Whitworth provides an education that . . .

- **equips** our diverse student body to honor God, follow Christ and serve humanity, working for reconciliation and healing in a broken world;
- **prepares** undergraduate and graduate students with an interdisciplinary mind-and-heart education firmly rooted in the liberal arts and sciences;
- **develops** students' understanding of personal responsibility, justice, and love of neighbor in a global and inclusive university community; and
- **builds** a community of Christian scholars characterized by shared commitments to Christ, academic excellence, freedom of inquiry, and respect for differences among members of that community.

## Our Heritage

In 1853, George Whitworth, a minister in the Ohio Valley, set off for the Western Frontier to establish a college that would provide "learning of the highest grade." Of the 50 families who joined this mission trek to the Northwest, only Whitworth's made it to Oregon. It was 30 years before he was able to revive his dream of establishing a college.

In 1883, Whitworth founded Sumner Academy in a village of the same name in Washington Territory. Seven years later, the school was incorporated as Whitworth College. The catalog from that year further defined George Whitworth's vision: "It is intended to give both sexes a thorough course of education equal to that of our best eastern colleges, guarding well the moral and religious life of the students, ever directing them in pursuit of that learning and culture of mind and heart that make the finished scholar," he wrote. "This institution is well fitted for this, being under the control and direction of the Presbyterian Church. While [the college] is denominational, it does not aim to be sectarian, opening its doors to all lovers of truth and learning." By 1899, the college had outgrown the rural community of Sumner, and during that year the school moved to Tacoma. Fifteen years later, when Spokane developer Jay P. Graves offered land in his Country Homes Estates, Whitworth moved once more. In September 1914, classes began in Spokane, at the current site of Whitworth University.

Years of uncertainty followed, until President Ward Sullivan brought needed stability in the 1930s. He was succeeded in 1940 by Frank F. Warren, who, during his 23-year presidency, brought Whitworth to its present-day size and scope. Whitworth's Diamond Jubilee, celebrated in 1965

during the administration of Mark L. Koehler, gave rise to innovative programs — the 4-1-4 calendar, Jan Term and the Core curriculum.

Edward B. Lindaman, president during the '70s, was a futurist. His leadership team focused on new programs that gained national recognition. Lindaman's successors, Robert H. Mounce and Arthur De Jong, added clarity of mission and an increase in international programs. William P. Robinson, who led Whitworth from 1993-2010, brought the university to unprecedented strength and prominence, with record levels of enrollment and retention, expanded facilities and financial resources, and increased national visibility. President Beck A. Taylor, inaugurated in October 2010, has launched a bold new strategic plan, *Whitworth 2021: Courage at the Crossroads*, which calls for enhancing the depth and quality of Whitworth students' academic experience through expanded learning opportunities, new facilities and resources, and a broader base of constituents and supporters. Throughout its history, Whitworth has held fast to its founding mission: to provide an education of mind and heart through rigorous and Open intellectual inquiry guided by dedicated Christian scholars.

## Accreditation

Whitworth University is accredited by the Northwest Commission on Colleges and Universities, the institutional accrediting body in the Northwest.

The university's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

The Whitworth Music Department is accredited by the National Association of Schools of Music. Programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education. The College of Nursing of Washington State University, Eastern Washington University, and Whitworth University is approved by the Washington State Board of Nursing and the Commission for Collegiate Nursing Education. The Whitworth Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education.

Whitworth is also a member of the National Association of Independent Colleges and Universities, the Council of Independent Colleges, the Association of American Colleges, the Association of Presbyterian Colleges and Universities, and the Council for Christian Colleges and Universities.

In its 2012 America's Best Colleges Guide, *U.S. News & World Report* ranked Whitworth ninth among 115 master's-level universities in the West, marking the 12th consecutive year that the university has appeared in U.S. News' Top Ten. *U.S. News* ranked Whitworth second in its 2012 "Best Values" rankings, which consider both academic quality and cost. The university is affiliated with the Synod of Alaska-Northwest of the Presbyterian Church (USA).

## The 4-1-4 Calendar

In 1969, Whitworth became one of the first educational institutions in the country to adopt the 4-1-4 academic calendar. This calendar is favored by many liberal arts colleges and universities due to its flexibility and potential for innovative short-run and off-campus courses.

Whitworth's fall semester begins in early September and ends with Christmas Break. During Jan Term, students take one intensive course. Many students participate in internships, independent studies, or study-abroad programs during this month. Whitworth has also developed a number of tuition-reciprocity agreements with other colleges and universities on the 4-1-4 calendar; these agreements allow students to experience another college or university during January without upsetting tuition or financial aid arrangements. The spring semester begins in early February and ends in mid-May. A 12-week period of summer instruction is also offered in varied formats, from weekend workshops to six-week traditional lecture courses.

# Academic Calendar

2012-13

## Fall Semester

Saturday	Sept. 1	Residence Halls Open at 10 a.m. for New Students
Monday	Sept. 3	Residence Halls Open at 10 a.m.
Tuesday	Sept. 4	Advising and Registration
Wednesday	Sept. 5	Day and Evening Classes Begin
Friday-Monday	Oct 26-29	Fall Break
Wednesday-Friday	Nov. 21-23	Thanksgiving Vacation
Monday	Nov. 26	Classes Resume
Tuesday-Friday	Dec. 11-14	Final Examinations

## Jan Term

Sunday	Jan. 6	Residence Halls Open at 1 p.m.
Monday	Jan. 7	Classes Begin
Monday	Jan. 21	Martin Luther King, Jr. Holiday
Tuesday	Jan. 29	Last Class Day

## Spring Semester

Monday	Feb. 4	Residence Halls Open at Noon
Monday	Feb. 4	Advising and Registration
Monday	Feb. 4	Evening Classes Begin
Tuesday	Feb. 5	Day Classes Begin
Monday-Friday	March 25-29	Spring Break
Tuesday-Friday	May 14-17	Final Examinations
Saturday	May 18	Graduate Commencement
Sunday	May 19	Undergraduate Baccalaureate and Commencement

## Summer school dates to be announced.

Note: Whitworth's Adult Degree and Graduate Studies in Business programs operate on a different academic calendar than the rest of the university. For the most up-to-date adult degree calendar information, see [www.whitworth.edu/continuingstudies/courseschedule.htm](http://www.whitworth.edu/continuingstudies/courseschedule.htm).

# Academic Majors and Minors

## Art Department

- Art, B.A.
- Art Administration, B.A.
- Two-Dimensional Track: Drawing, Painting, and Printmaking
- Three-Dimensional Track: Ceramics, Sculpture, Mixed Media
- Graphic Design Track
- Art Education Track
- Art (minor)

- Art History (minor)
- Community Arts (minor)

## Biology Department

- Biology, B.A.
- Biology, B.S.
- Biology (minor)

## Business & Economics Department

- Accounting, B.A.
- Business Management, B.A.

- Economics, B.A.
- International Business, B.A.
- Marketing, B.A.
- Accounting (minor)
- General Business (minor)

## **Chemistry Department**

- Chemistry, B.A.
- Chemistry, B.S.
- Biochemistry Track
- Physical Chemistry Track
- Chemistry (minor)

## **Communication Studies Department**

- Communication, B.A.
- Journalism & Mass Communication, B.A.
- Speech Communication, B.A.
- Communication (minor)
- Journalism & Mass Communication (minor)
- Speech Communication (minor)
- Visual Communication (minor)

## **Computer Science Department**

- Computer Science, B.A.
- Computer Science, B.S.
- Business Option
- Network Systems Option
- International Project-Management Option
- Computer Science (minor)
- Information Technology (minor)

## **School of Education**

- Elementary, B.A.
- Secondary Certification
- Special Education, B.A.
- English Language Learners (minor)
- Reading Instruction (minor)
- Special Education (minor)

## **English Department**

- English, B.A.
- Literature Track

- Writing Track
- English/Language Arts Track
- English (minor)
- English/Language Arts (minor)
- Medieval/Early Modern Studies (minor)

## **Health Sciences Department**

- Health Science, B.A.
- Health Science, B.S.
- Athletic Training, B.S.

## **History Department**

- American Studies, B.A.
- Cross-Cultural Studies, B.A.
- History, B.A.
- History/Social Studies, B.A.
- International Studies, B.A.
- History (minor)
- Medieval/Early Modern Studies (minor)
- Public History (minor)

## **Interdisciplinary Studies Department**

- Asian Studies (minor)
- U.S. Cultural Studies (minor)
- Women's and Gender Studies (minor)

## **Kinesiology & Athletics Department**

- Kinesiology, B.A.
- Athletic Coaching (minor)
- Kinesiology (minor)

## **Leadership Studies Program**

- Leadership Studies (minor)

## **Mathematics Department**

- Mathematics, B.A.
- Mathematics, B.S.
- Mathematical Economics, B.A.
- Bioinformatics, B.S.
- Mathematics (minor)

## **Modern Language Department**

- French, B.A.

- French and Francophone Studies Track
- French Education Track
- French (minor)
- Spanish, B.A.
- Spanish Language and Literature Track
- Spanish Education Track
- Spanish (minor)
- Chinese (minor)
- German (minor)

### **Music Department**

- Music, B.A.
- Composition Track
- Instrumental Performance Track
- Jazz Performance Track
- Music Ministry Track
- Piano Pedagogy Track
- Piano Performance Track
- Voice Performance Track
- Music Education, B.A.
- Choral Track
- Instrumental Track
- Music (minor)

### **School of Nursing**

- Nursing, B.S.

### **Philosophy Department**

- Philosophy, B.A.
- Philosophy (minor)

### **Physics Department**

- Applied Physics, B.A.
- Biophysics, B.S.
- Engineering Physics, B.S.
- Electrical Track
- Management Track
- Mechanical Track
- Nuclear Track
- Physics, B.A.
- Physics, B.S.
- Physics (minor)

### **Political Science Department**

- Cross-Cultural Studies, B.A.
- International Studies, B.A.
- Peace Studies, B.A.
- Political Science, B.A.
- Community Engagement and Transformation (minor)
- Peace Studies (minor)
- Political Science (minor)

### **Psychology Department**

- Psychology, B.A.
- Psychology (minor)

### **Sociology Department**

- Sociology, B.A.
- Criminal Justice Track
- Social and Cultural Analysis Track
- Social Service and Community Action Track
- Sociology (minor)

### **Theatre Department**

- Theatre, B.A.
- General Track
- Acting Track
- Community-Based Theatre Track
- Production Track
- Theatre (minor)
- Theatre Dance (minor)

### **Theology Department**

- Theology, B.A.
- Biblical Languages (minor)
- Theology (minor)

### **Pre-Professional Advising**

- Pre-Chiropractic
- Pre-Dentistry
- Pre-Law
- Pre-Medicine
- Pre-Med Tech
- Pre-Pharmacy
- Pre-Physical Therapy



- Pre-Physician Assistant
- Pre-Veterinary

## Adult Degree Programs

**Criminal Justice, B.L.S.**

**Humanities, B.L.S.**

**Program Management, B.L.S.**

**Social Services, B.L.S.**

**Evening Teacher Certification, B.A.**

**Organizational Management, B.A.**

## Graduate Programs

**Master in Teaching, MIT**

**Master of Arts in Teaching, M.A.T.**

- Gifted and Talented
- Special Education

**Master of Education, M.Ed.**

- Administrative Leadership
- Educational Administration
- Elementary or Secondary Education
- School Counseling/Clinical Mental Health Counseling, M.Ed. or M.A.

**Master of Business Administration, M.B.A.**

- International Management

**Master of International Management, M.I.M.**

**Master of Arts in Theology, M.A.**

## Academic Services

### Academic Advising

Each student is assigned a faculty advisor. First-year students are assigned to a specifically designated first-year advisor. Following the first year, each student selects an advisor whose academic specialty corresponds with the student's area of academic interest.

Whitworth faculty help students meet the following goals in academic advising:

- clarification of life and career goals
- creation of suitable educational plans, including selection of courses and other educational experiences
- interpretation of institutional requirements
- increasing student awareness of educational resources available, including referral to and use of institutional and community support resources
- development of student decision-making skills
- evaluation of student progress toward educational goals
- reinforcement of student self-direction

Students are required to meet with their advisors prior to registering for classes each term. They often meet with their advisors during the term, as well, to discuss the goals listed above. Faculty are always available to meet with students.

Whitworth faculty engage in two broad types of academic advising. In prescriptive advising, the advisor has primary responsibility for giving information to students. This type of advising is problem-oriented, and the relationship is based on faculty members giving advice from their position of authority. In departmental advising, advisor and student share responsibility for collecting information and making wise choices. This type of advising is growth-oriented (working to aid students in acquiring skills), and the relationship is based on trust and mutual respect.

Whitworth affirms holistic advising, which combines the strengths of prescriptive advising and developmental advising and stresses the importance of faculty members building relationships with students and encouraging students' responsibility for their own success.

The advisor is the primary link between each student's academic program and other resources of the university and, as such, plays an important role in students' personal and academic development. Students are encouraged to discuss educational objectives as well as personal goals and problems with their advisors. While Whitworth makes every effort to assist students through the academic advising system, students are expected to monitor their own academic progress, to know the graduation requirements pertinent to their programs, to be cognizant of their grade point average, to make appropriate course selections, to be aware of their final exam schedules, and to add/drop courses as needed to meet their educational goals. Advice and information are also available to each student from both the academic affairs office and the registrar's office.

## **Library**

Harriet Cheney Cowles Memorial Library, at the heart of the campus, is home to the Whitworth Division of Information Resources, encompassing campus information systems and instructional technology and media services, as well as library collections and services. The facility houses three general-purpose computer labs and features multiple computer stations throughout, plus wireless access for personal computers and mobile devices. It is also home to the Whitworth Writing Center.

Library collections comprise more than 230,000 books, periodical volumes, recordings, and audiovisual or digital media. Archives — extensive collections of original documents — record Whitworth's history and aspects of the history of Protestantism in the Pacific Northwest. The library also serves as gateway to vast resources beyond its walls via interlibrary loan (through its participation in national and regional library networks) and via high-speed Internet to an immense "virtual collection" of online information sources. The latter includes some 80,000 e-books and more than 150 subscription databases and e-resource collections accessible to registered students, faculty, and staff. Visit the library's home page at [www.whitworth.edu/library](http://www.whitworth.edu/library).

## **Instructional Resources**

Instructional resources provides operation and support services for the campus computer labs, the Blackboard course-management system, classroom technology, and instructional technology and media services. Three computer labs plus multiple computer stations located in the library, in addition to satellite computer labs located in several departments around campus, provide more than 300 computers for students. The Blackboard course-management system provides students with web-based access to course materials and resources. Classrooms are equipped with computers and projection equipment, providing faculty and students with access to networked files and the Internet. ITMS provides audiovisual resources for students and faculty, including access to video and audio viewing/listening stations, satellite-programming access, audio and video duplication services, and instructional technology support and production. The university provides the opportunity for all on-campus residents to connect their personal computers to the campus network from their rooms. Wireless access to the network is also available to students, faculty and staff across the campus. Off-campus students may also connect to the university network via VPN access.

## **Learning Resource Center (Study Skills)**

Study-skills assistance is offered through this office, located in career services. The Whitworth Learning Resource Center provides individualized academic counseling and effective study-skills instruction in many areas, including time-management, note-taking and test-taking strategies, as well as stress management. Tutors are also available in most departments to offer small-group and individualized assistance. Schedules are posted within participating departments. There is no charge for these services for full-time students.

## **Writing Center**

The Whitworth Writing Center offers assistance to student writers at every stage of the writing process. The center's staff of student consultants is available Sunday through Friday; hours vary each semester. Writers may make appointments or stop by to talk about their ideas for papers, to work on development and organization, or to discuss editing concerns. The writing center is centrally located on the second floor of Cowles Library, in Room 242. To make an appointment, or to learn more about the Whitworth Writing Center, visit the center's home page at [www.whitworth.edu/writingcenter](http://www.whitworth.edu/writingcenter).

# Educational Principles

For more than a century, Whitworth's vision has been the pursuit of intellectual and spiritual development. Through decades of change, this fundamental purpose has remained firmly centered in the person of Jesus Christ. Our understanding of Christ is based on Scripture, the inspired and trustworthy record of God's self-disclosure and our final rule for faith and practice. As a university affiliated with the Presbyterian Church (USA), Whitworth stands within the historic Reformed tradition. Believing that God is the ultimate source of all truth and is to be loved with "all our mind and heart," Whitworth embraces freedom of inquiry and the unhindered pursuit of truth. Therefore, we equip our diverse student body to honor God, follow Christ and serve humanity, working for redemption and healing in a broken world.

Whitworth's educational principles are grouped broadly into three categories: the knowledge that students will gain, the skills they will need to work effectively in the world and the faith and values that our community seeks to reflect. These principles are interdependent; together they reflect an institution-wide commitment to providing a Whitworth education in which faith, learning and living are purposefully integrated.

## Knowledge

Whitworth's educational mission is fulfilled through instruction and mentoring by Christian faculty and staff. Informed by their disciplines, which they attempt to view thoughtfully through the eyes of faith, faculty members encourage students to know themselves, the world, and the nature of their responsibility to God and to creation. Specifically, we are committed to providing our students with the following:

### • A solid grounding in the liberal arts and sciences

We promote a knowledge of the methods, assumptions and content areas of at least one discipline, and an understanding of interdisciplinary themes and connections. We are also committed to helping our students appreciate intellectual and aesthetic traditions throughout the world and to understand challenges to those traditions.

### • An understanding of Christian faith and its implications for liberal arts learning

As an educational community open to a wide variety of voices, Whitworth is shaped by a theological heritage that examines the implications of faith for what is known and strives to understand the limits as well as the importance of rational knowledge.

## Skills

We are committed to preparing students to pursue fulfilling careers and to make an effective contribution to the common good; this is a challenging task in a rapidly changing world that is technologically, culturally and intellectually complex. We equip students for meaningful vocations by developing the following abilities:

### • Intellectual skills

We are committed to developing the capacity for critical thinking, ethical decision-making, problem-solving and creative expression. We also aspire to build skills in computation, quantitative analysis and responsible use of technology.

### • Relational skills

We encourage reflection, self-understanding, and the ability to relate well within and across cultures. We are likewise committed to developing in our students the capacity to communicate with empathy and effectiveness, through the skills of listening, speaking and writing.

### • Professional skills

We equip students with the technological literacy and other skills appropriate to their chosen areas of study and essential to their professional contributions to society. We encourage thoughtful career choices and lives of meaningful service.

## Faith and Values

A Whitworth education is grounded in commitment to Christ and His teachings by faculty and staff members who embrace a variety of Christian traditions. We offer Christian perspectives on learning, and we support development of character that relates faith to life's most central issues. These include the following:

### • Response to God



We encourage serious consideration of commitment to Christ, the gospel and the church, and to living as an act of worship and gratitude to God.

• **Relationship to others**

We encourage the development of character virtues (including compassion, humility, honesty and courage) in intellectual pursuit, as in all of life. We want our students to think and to act ethically, and to embrace responsible citizenship and service.

• **Stewardship of creation**

We encourage exploration and appreciation of the complex nature of life, responsible care for the natural world, and commitment to human health and well-being.

## Student Life and Services

Taking seriously the vision of George Whitworth to provide "an education of mind and heart," the Whitworth Student Life Division participates in the educational mission of the university by viewing all aspects of life on campus as a laboratory for learning. We continue this tradition because we believe that this commitment to building character and cognitive skills reflects scriptural principles and community values; we also believe that this "whole-person" approach to learning is educationally effective.

The student life division offers numerous services designed to support learning in all areas of life. Health center and counseling programs are available, as are career/life advising services and support networks for students from around the world and for multicultural students who represent diverse U.S. ethnic backgrounds. In addition, an active student activities program is offered to enhance learning, to encourage fun, and to build connections within the Whitworth community.

### The Chapel Program

Whitworth enthusiastically embraces its call to equip students to honor God, follow Christ, and serve humanity. Chapel programs and activities are designed to help students deepen their relationship with Jesus Christ and their understanding of the Christian faith. It is the special responsibility of the Whitworth Chaplain's Office to provide students with opportunities for worship, personal growth, the building of Christian community, mission and service. Each semester the student leadership team of small-group coordinators are trained and equipped to coordinate groups within each of their dorm communities. Our team also designs a weekly worship service each semester in which a biblical theme is explored. These are some of the many opportunities extended to the Whitworth community to encourage a growing commitment to Christ; they are open to all students.

### Campus Housing

All students are required to live on campus if it's been less than two years since their high school graduation. Requests for exemptions must be processed using the Residency Requirement Waiver form, available at [www.whitworth.edu/housingrequirement](http://www.whitworth.edu/housingrequirement).

### Educational Support Program

Whitworth is committed to providing equal opportunities to all academically qualified students. Resources are available to assist with learning and physical disabilities. Our policy is to ensure all students reasonable accommodation in the admissions process and in their programs of study and activities.

Academic requirements may be modified as necessary to ensure that Whitworth does not discriminate against students with disabilities, as long as accreditation of classes will not be at risk. These modifications shall not affect the substance of the educational programs nor compromise educational standards; nor shall they intrude upon legitimate academic freedom. Modifications may include changes in length of time permitted for the completion of degree requirements, substitution of specific courses, and other adaptations as needed.

Legal documentation of all disabilities is required for services to be rendered. It is the responsibility of each student to request accommodation or auxiliary aids at least 16 weeks before classes, programs or activities begin.

Reasonable accommodations and auxiliary educational services that are not precluded by undue hardship to the institution may be requested through the Whitworth Educational Support Office in career services. The use of tape recorders, Brailers, guide dogs or other adaptive devices in the

classrooms or campus buildings is permitted. Auxiliary services may include, but are not limited to, the following:

- referral to appropriate on- or off-campus resources, services or agencies
- registration assistance
- note-taking services
- academic and tutorial services
- testing accommodations
- arrangements for special auxiliary aids, including taped texts, large-print materials and/or interpreters
- disability parking

## Associated Students of Whitworth University

Associated Students of Whitworth University is the university's student governance and programming component. All full-time undergraduate students are members of ASWU. Elected leaders represent students from each living area and from off campus by providing information to, and obtaining information from, students about all university policies and about curricular and extra-curricular programming. ASWU student leaders provide a vital communication link between students and faculty, staff and administration.

## Athletics

Whitworth Athletics, affiliated with the National Collegiate Athletics Association (NCAA) at the Division III level and a member of the Northwest Conference (NWC), offers 20 varsity sports. Men can participate in football, tennis, soccer, baseball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Women's sports include volleyball, tennis, soccer, softball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Whitworth also offers a strong intramurals program, which is available to the entire student body.

A commitment to excellence is the hallmark of Whitworth Athletics. In the last eight years, 20 Whitworth athletes have been named Academic All-Americans and more than 40 have received All-America recognition. Since 2000, six Pirate teams have achieved the highest average GPA in NCAA Division III for their respective sports, and since 2005, 38 teams have captured Northwest Conference championships. The Pirates won the Northwest Conference McIlroy-Lewis Trophy for the best combined standings across all sports five times since 2005.

Whitworth's mission as a Christian liberal arts university is emphasized in its athletics program. Student-athletes are encouraged to participate fully in the academic, spiritual and social life of the campus, and Whitworth coaches are chosen for their effectiveness as teachers and mentors as well as for their knowledge and ability in athletics. We at Whitworth take great pride in the accomplishments of our student-athletes, and we strive to equip them to excel in sports, in academics, and in life.

## Career Services/Student Employment

The Whitworth Career Services Office assists students in the identification of their unique talents and gifts, in the exploration of vocational interests, and in their preparation for entry into the world of work. The career services staff offers students access to computerized interest inventories, major-choice workshops, career-related seminars, internships, employment/job fairs and individualized career counseling. Extensive Internet and library resources are available for research in majors, career aptitude, employers, job-search strategies and graduate/professional schools. The student employment office assists Whitworth students in obtaining part-time employment to help them meet their expenses. Student job postings are available in the student employment office or at [www.whitworth.edu/careerservices](http://www.whitworth.edu/careerservices).

## Behavior Policies

### Sexual Harassment

Whitworth University has a clearly defined policy, which applies to all campus constituencies, prohibiting all forms of sexual harassment.

For the purposes of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to

such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individuals; or (3) such conduct has the purpose or effect of interfering with an individual's work or academic performance or creates a demoralizing, intimidating, hostile or offensive working or academic environment.

If you believe there has been a violation of this policy, refer to the Whitworth Student Handbook section on Community Values and Behavioral Expectations. More information is available in the office of the associate dean of students, in student life.

## **Classroom Behavior**

Students and faculty are expected to demonstrate civility, understanding and mutual respect for each other in the classroom. The faculty handbook states that faculty should "demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors." By the same token, students should demonstrate respect for faculty and student peers in all academic settings and should contribute positively to the learning environment. Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing electronic devices, etc. If a student exhibits disruptive classroom behavior, the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior cease. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining expectations and consequences for not meeting expectations, or may refer a disruptive student to the associate dean of instruction. The associate dean of instruction will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term or for a longer period.

## **Behavioral Probation and Suspension**

Students may be placed on behavioral probation on the basis of their cumulative record of behavioral policy violations, violation of civil law, or other behavior that has the potential to place any members of the Whitworth community (including the offender) in jeopardy.

Behavioral probation consists of a contract between a student and the university specifying behavioral criteria for continued enrollment. Any violation of these criteria on the part of the student may result in behavioral suspension. The decision to place a student on behavioral probation is made by the dean of students or her/his designee.

Behavioral suspension includes suspension from classes as well as from all other Whitworth facilities and services, and it may be imposed at any time a student's behavior warrants such action.

The decision to suspend a student on behavioral grounds is made by the dean of students or her/his designee. If a student feels that there are mitigating circumstances, s/he has until 5 p.m. of the business day following the notice of the suspension decision to file a written request for appeal with the Educational Review Board, through the board chair.

Implementation of these policies, including the appeal process, is regulated by the Student Bill of Rights, Section V, as printed in the Student Handbook. Evening degree program students should refer to the Whitworth Continuing Studies Student Handbook.

## **Rules and Regulations**

It is Whitworth's expectation that each student will follow university rules and regulations as stated in the catalog. In instances where no appeal procedure is spelled out and the student believes that a special set of circumstances makes appeal reasonable, he or she may appeal to the provost and vice president for academic affairs or the vice president for student life, depending upon the situation. The appropriate vice president or his/her designee will either render a decision on the appeal or refer the student to the proper office for a decision.

# Admissions

Our primary goal in the admissions process is to identify students who demonstrate the academic promise and personal traits to succeed at Whitworth University. A college preparatory curriculum is recommended for entrance, though no specific classes are required. The relative strength of each student's academic performance is strongly considered.

Whitworth admits students without regard to age, race, color, religion, national origin, sex, marital status or disability.

## Applying for Admission

### Freshman Application Process

#### Application

You may apply online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply) or through the Common Application at [www.commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org>). Freshmen should complete all sections of either application. No fee is required.

#### Academic Recommendation Form

Please print this form from our website ([www.whitworth.edu/apply](http://www.whitworth.edu/apply)) and give it to a teacher or to your high school counselor to complete and submit.

#### Transcript

We also require an up-to-date official high school transcript that shows courses taken, grades earned and your current cumulative grade point average.

#### Entrance Exams

Applicants to Whitworth University have the option of submitting SAT I or ACT scores for consideration in the admissions process or of requesting an interview in place of their test scores – as long as they attend an accredited high school and their GPA is at least 3.0. Whitworth will consider the best ACT score received and the cumulative total of the best scores received for each section of the SAT I. Applicants who choose to exclude their SAT I or ACT scores from the admission review process will be contacted for a phone or in-person interview to be conducted by an admissions counselor. Please note that three of Whitworth's academic scholarships can be earned based on GPA criteria alone, but students must meet both GPA and SAT/ACT criteria to qualify for the Mind & Heart Scholarship.

### Transfer Application Process

Students who have completed one or more terms at an accredited college or university should use the Whitworth Transfer Student Application, available online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply). Students who have completed less than one full term of college work should complete the freshman admissions application. Transfer applicants should submit official college transcripts from each college attended. In addition, a letter of recommendation is required and should be submitted to the Whitworth University Office of Admissions. No application fee is required.

### International Student Application Process

Qualified students who are not citizens or permanent residents of the United States are encouraged to apply for admission. International students should complete either the Common Application ([www.commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org>)) or the International Student Application ([www.whitworth.edu/apply](http://www.whitworth.edu/apply)) online. No application fee is required for either application. Students should include with their application an official guarantee of funds (in the form of an official letter of sponsorship and an official bank statement showing funds available), academic transcripts, certified English translations of all transcripts, and the official results from at least one of the following tests: ACT, SAT or TOEFL. Test results must be sent directly to Whitworth by the testing agency. The Test of English as a Foreign Language (TOEFL) exam is required for applicants whose first language is not English. An Internet-based TOEFL score of at least 79 iBT is required; 88 iBT is preferred. For further information, please write or call the Whitworth Office of International Admissions. Apply

before March 15 to be considered for fall admission, and before Oct. 1 to be considered for spring admission.

## **Adult Degree Programs/Continuing Studies**

See Adult Degree Programs.

## **Evaluation and Acceptance**

Each application is carefully reviewed before the admissions committee grants a prospective student admission to the university. Grade point average, test scores (optional), class rank, course pattern, quality of written application, extracurricular participation and leadership are all considered in the admission-decision process.

## **Freshman Early Action Option**

If, after reviewing the possible options, you decide that Whitworth University is one of your top choices, you may apply for early action admission (non-binding). Early action candidates will receive priority treatment in the processing of class preregistration and campus housing. Early action candidates must follow the timetable below:

- Application materials due date is Nov. 30.
- Recommended enrollment deposit due date is Jan. 31. This deposit is fully refundable until May 1.

## **Freshman Regular Admission Option**

The Whitworth University Application for Admission must be completed and submitted with the proper credentials, as outlined in the section "Application Process." Whitworth has a preferred application date of March 1 for freshmen and August 1 for transfer and international students. To accept Whitworth's offer of admission, the applicant is required to submit a \$350 enrollment deposit (\$200 tuition deposit, \$100 housing deposit and \$50 matriculation fee) at [www.whitworth.edu/enrollmentdeposit](http://www.whitworth.edu/enrollmentdeposit). This deposit will hold the student's place in the new class and is refundable until May 1 for freshmen, and until Aug. 1 for transfer students.

## **Preferred Application Dates**

- March 1 (freshmen)
- August 1 (transfers)

All admitted students are required to submit a final high school transcript to the admissions office upon completion of high school. Official transcripts are also required for coursework completed at any college or university.

## **Returning Whitworth Students**

Students applying to return to Whitworth after an absence may do so online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply). Use the transfer application and type "Returning Student" in each essay prompt. Submit to the admissions office official college transcripts from each college attended during your absence from Whitworth. Students with an academic restriction (probation or suspension) should contact the Whitworth Academic Affairs Office (509.777.3203) and students with a financial hold on their account should get in touch with Whitworth Student Accounts (509.777.3209).

## **Advanced Credit**

Whitworth University grants credit for scholarship demonstrated by certain scores/grades in Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Please contact the registrar's office for more information. A maximum of 32 semester credits (sophomore standing) may be granted in alternative course credit.

## **Running Start Policy**

High school students with Running Start credits at the time of application are considered first-time freshmen as long as they have attempted no university-level coursework after high school graduation. Running Start students must meet freshman application deadlines and Whitworth's freshman admission standards. Running Start credits are accepted as transfer credits based on the receipt of official academic transcripts from the community colleges attended. Courses in which a student has received a grade lower than "C-," vocational/technical courses, non-college-level courses, and



incomplete courses are not transferable. A maximum of 64 semester credits (96 quarter credits) may be transferred from the community college.

## Deferred Admission

Students may apply for admission during any academic year, and, if admitted, can defer their admission and attendance at Whitworth for two semesters. If a student must delay longer than the two semesters, s/he must submit a new application for admission. Deferment is granted on a case-by-case basis. If you attend another institution and earn college credit, you must submit a transfer student application.

## Admission of Part-Time Students

Students enrolled for fewer than 12 semester credits (undergraduate) or six semester credits (graduate) are considered part time. The part-time-student classification can be on a credit or audit basis. Students seeking an undergraduate degree on a part-time basis (usually through courses taken in the evening) should contact the Whitworth Office of Continuing Studies for information on degree options and admission procedures. Students interested in graduate degrees in education (master of education, master of arts in teaching) should contact the appropriate graduate office for admission procedures, catalogs and financial information. Those interested in the master's degree programs in teaching and counseling should contact the School of Education. Students seeking a master's degree from the School of Global Commerce & Management's MBA program or MIM program should contact the director. Students interested in the master's degree in theology should contact the director. Part-time students not seeking a degree from Whitworth are not required to complete the formal admission process; they should contact the registrar's office to be directed to the appropriate admission department.

## Campus Visits and Interviews

One of the best ways to discover how a university meets your individual needs is through a campus visit. Visitors will have the opportunity to tour the campus, sit in on classes, and meet with faculty, staff and coaches. If an applicant wishes to experience a night on campus in one of our residence halls, arrangements can be made through the Whitworth Office of Admissions. We request two weeks' advance notice in order to ensure the most enjoyable and rewarding visit. The admissions office is open for appointments Monday through Friday from 8 a.m. to 5 p.m. You may schedule a visit at [www.whitworth.edu/visit](http://www.whitworth.edu/visit).

## Financial Aid

Whitworth is committed to assisting students and their families in obtaining the necessary resources for the student to attend the university. Many students and families qualify for financial assistance through our programs. More than 90 percent of our full-time undergraduate students receive financial assistance. Awards often include grants and/or scholarships, as well as student loans and work-study. Funding is provided by Whitworth University, the federal government, the state of Washington and private donors.

To be considered for financial aid at Whitworth, a student must take the following steps:

1. Apply for admission. A financial aid award will be prepared only after a student has been admitted to the university.
2. Submit the Free Application for Federal Student Aid (FAFSA) to the federal processor. The form is available online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.ed.gov>). Students should designate on the FAFSA that they want their application information sent to Whitworth (Code No. 003804). Applications should be submitted soon after Jan. 1. We give priority consideration for funding to students who are admitted and who submit the FAFSA to the processor by March 1. Applications after March 1 will receive financial aid awards, but less aid may be available.
3. Receive valid processed FAFSA results. Once these results are received and the student has been admitted, the Whitworth Financial Aid Office will review the application and send a Financial Aid Award notifying the student of the types and amounts of aid s/he will be eligible to receive. The award may be estimated if additional information is needed to determine a student's exact eligibility. Therefore, estimated awards are subject to change once a student's complete information is received.

4. Respond promptly to requests for additional information required to complete the financial aid process. Requests may include tax transcripts of the document (ie.1040, 1040A, 1040EZ) filed with the IRS.
5. Notify the Whitworth Financial Aid Office of any scholarships received by using our online scholarship reporting form.
6. Maintain satisfactory academic progress.
7. Check his or her Whitworth e-mail account, Pirate Port and the financial aid office website regularly for important communications.
8. Review important consumer information related to Whitworth at [www.whitworth.edu/consumerinformation](http://www.whitworth.edu/consumerinformation).

## Maintaining Satisfactory Progress for Financial Aid

The normal load for full-time undergraduate students is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. Registration for less than a full-time load will prevent a student from receiving certain forms of Whitworth-sponsored financial aid. Some federal and state-sponsored aid may be available to students who are enrolled less than half time.

A student must average 31.5 credits per academic year in order to graduate in four years. The total number of semester credits required for graduation is 126. Students must finish 66.66 percent of their cumulative attempted credits, and they must maintain a cumulative grade point average of 2.0. Students are eligible to receive financial aid until they have completed the requirements for their degree or until they have attempted a maximum of 150 percent of the minimum number of credits required for the degree or certificate, whichever is less.

More information on satisfactory academic progress and financial aid is available from the Whitworth Financial Aid Office or at [www.whitworth.edu/financialaid](http://www.whitworth.edu/financialaid). If you would like a brochure, or if you have any questions about financial aid, please call 800.533.4668.

## Financial Information

### Costs and Fees

Whitworth University is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees that cover approximately three-fourths of what it costs the university to provide its services. The balance of these costs is met by income from the endowment and by gifts from trustees, alumni and other friends of the university. All details for payment of current charges must be finalized before students enroll for classes. Payment in full is due at the beginning of each semester. Students and their parents may also choose to use the monthly payment option that spreads payments over a four-month period each semester (September-December for fall, February-May for spring).

### Costs for the 2012-2013 academic year

Tuition	\$33,676
Room and Board	\$9,364
Associated Study Body Fee	\$220
Campus Facility Fee	\$350
Student Accident Plan and Health Center Fee	\$100
Total	\$43,710

A full-time academic load is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term.

Room and board charges do not cover regular university vacation periods. In addition, only students registered for on-campus classes may utilize room and board during Jan Term. The above rate provides for a double room and 21 meals per week. Several other meals-per-term plans are available. Students in private rooms pay approximately 36 percent additional room rent.

All international students are required to participate in the university's international insurance plan. The premium for the international medical insurance is \$2,023 per academic year and includes mandatory accident, basic health and international major medical coverage. All international students, undergraduate and graduate, must have insurance to meet visa requirements. Part-time and graduate students must also pay the Whitworth Health Center access fee of \$100 per year.

Additional expenses for books, supplies, personal items and transportation will vary with each student and are a necessary consideration when planning total costs. Financial aid disbursements will arrive after the term has begun; they should not be considered when a student is planning initial expenses.

Since fees are published several months in advance of the academic year, the Whitworth University Board of Trustees reserves the right to change this fee structure as necessary from year to year.

## Miscellaneous Costs (2012-13)

### Part-Time Day School

For students enrolling in less than a full-time academic load, tuition is charged by semester credit

Per semester credit	\$1,403
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### Excess Semester Credits

For semester credits in excess of 17 semester credits, fall and spring semesters, five credits Jan Term

Per semester credit	\$912
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### Audit Fee

Per semester credit	\$702
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## Whitworth in the Evening Programs

Evening traditional semester courses, per semester credit	\$475
Audit only, per semester credit (permission required)	\$248
Accelerated-format courses, per semester credit (includes books and course materials; not available for audit)	\$475

## Bachelor of Liberal Studies Degree Program

Per semester credit	\$475
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Graduate program rates are included in the specific program bulletins.

### Special Courses/Fees

Several courses (in art, physical education and music, among others) carry special fees to cover extra costs. These classes and their fees are listed in the course schedule for each semester.

Graduation fee	\$75
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### Transcript Fee

Students and alumni who wish to purchase their transcripts will pay five dollars each for the first five transcripts in an order, and \$3 for each additional transcript. Transcripts and diplomas are released only when all financial accounts are current.

A more detailed list of miscellaneous fees is available from the Whitworth Student Accounting Services Office. All fees are subject to change without notice.

Fees for off-campus and international study programs vary according to the program. For additional information, check with the Whitworth Office of Off-Campus Study Programs.

*Please note: Class fees are subject to change without notice.*



## Tuition and Fees Refund Policy

All refunds must be claimed through proper application to the Whitworth Student Accounting Services Office. Students must secure the forms from the registrar's office for class drops and withdrawals. The refund withdrawal date will be established by the form's receipt date, recorded by the registrar's office.

The published refund schedule is available in the student accounting services office. Withdrawal and refund schedules for graduate and nontraditional undergraduate degree programs are available in the student accounting services office.

A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:

Withdrawal/Drop	Refund	Applicable to
First week	100 percent	Tuition and fees, room and board
Second week	90 percent	Tuition and fees, room and board
Third week	80 percent	Tuition, no fees, room and board
Fourth week	60 percent	Tuition, no fees, room and board
Fifth week	40 percent	Tuition, no fees, room and board
Sixth and seventh week	25 percent	Tuition, no fees, room and board
Eighth week and after	0 percent	

## Withdrawal from Whitworth University

In order to avoid charges to his/her account, a student must notify the registrar's office regarding withdrawal or cancellation of enrollment from Whitworth University before the beginning of the term. All withdrawals and cancellations made after the beginning of the term must follow the withdrawal process in the registrar's office. Refund calculations will be made as outlined above.

## Academic Information

### Academic Policies

#### Academic Honesty

Just as the faculty, staff and administration at Whitworth strive to be forthright, direct and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course. Definition of plagiarism: Plagiarism occurs whenever a person attempts to pass off as his or her own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive).

Definition of cheating and dry-labbing: Cheating is any academic activity in which the student submits for grade or credit work that is not his or her own and/or work that has not been done within the structure and context established by the assignment. Students may plagiarize in a variety of ways: copying another student's homework, copying answers from another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception.

#### Consequences of violations of the policy on academic honesty:

- The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident.

- The faculty member will assess the gravity of the violation and determine the consequences, which may range from a failing grade on the specific assignment to a failing grade in the course.
- The student has a right to appeal any faculty member's decision to the Whitworth Academic Affairs Office.
- The faculty member will submit a written report of policy violations, with their consequences, to the Academic Affairs Office.
- The student will receive a warning after the first violation.
- If a student violates the academic honesty policy a second time, depending on the nature of the violations, he or she may be suspended for the remainder of the current term or for a longer period.

## Academic Grievances

It is assumed that most grievances will be resolved in conversation between a student and his/her professor or within the department involved. However, in cases where resolution is not so easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor. Before becoming involved in the matter, the associate provost for instruction will ensure that this initial exchange has taken place.
- If a satisfactory resolution is not possible in the first phase, the student may appeal for adjudication by submitting a written appeal to the associate provost for instruction.

Grade challenges must be initiated by the student within 30 days after a grade is posted.

## Academic Probation and Suspension

A student is placed on academic probation at the end of any semester or term in which his or her cumulative grade point average falls below 2.0. Since probation removes a person from good academic standing, students on probation will be limited in their opportunities to participate in off-campus study programs and extracurricular activities (varsity sports, student government, student publications and radio broadcasting, cheer squad, for example). A student remains on probation until his or her cumulative GPA reaches the minimum 2.0 standard. A student receives an academic warning when, during any fall or spring semester, his or her semester GPA falls below 2.0 while the cumulative grade-point average is 2.0 or above. The case of any student who receives an academic warning for two or more consecutive semesters will be reviewed by the Whitworth Educational Review Board, and the student may be placed on probation. Extracurricular activities are not limited by an academic warning. Students may be suspended at the end of any semester or term in which their semester GPA falls below 1.0, or if, after being placed on probation, they fail to earn at least a 2.0 GPA for the succeeding semester or term. Students enrolled in Whitworth Continuing Studies courses may be placed on academic probation at the end of any 12-week period of an accelerated-format term during which they are registered for six or more credits (whether or not completed) and their GPA falls below 2.0. A student who is on probation may not register for more than three courses or nine semester credits in the subsequent accelerated-format term. Students remain on probation until their cumulative GPA reaches the minimum 2.0 standard. A student may be suspended at the end of a 17-week period during which he or she is registered for up to nine credits (whether or not nine credits are completed) if the GPA for that period is below 2.0. A pattern of successive class withdrawal (over more than one semester) may be grounds for suspension. If there are mitigating reasons for unsatisfactory progress that results in suspension, students may appeal in writing to the Educational Review Board through the Whitworth Academic Affairs Office. Reinstatement after any semester or term on suspension is dependent upon written application to the Educational Review Board through the academic affairs office. Students who are receiving financial aid should refer to satisfactory academic progress policies and appeal processes.

## Academic Petitions

Petitions regarding general university policies may be made in the following order:

1. Registrar's Office
2. Policy and Appeals Committee

## Changes in Academic Program

A student may elect to change his/her major, area of concentration, or second field, but s/he is advised to evaluate possible increases in the length of time required to graduate. Any changes of program or

## FERPA

### Directory Information

At its discretion, the university may provide directory information in accordance with the provisions of FERPA to include a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, dates of attendance, class standing, full- or part-time status, degrees and awards received, most recent previous educational agency or institution attended, denominational affiliation, participation in officially recognized activities and sports, and weight and height of members of varsity athletics teams. Students may withhold directory information by notifying the registrar's office in writing within two weeks after the first day of class for each semester. This request for non-disclosure will be honored until it is revoked. A request to withhold directory information will prevent the student's name and degree from being published on the Dean's Honor Roll and on the Laureate Society's list in the commencement program. If non-directory information is required during an emergency, Whitworth may release that information if it deems that the information is necessary to protect the health or safety of the student or other individuals.

Students may allow the release of academic information to designated individuals by signing a Permission to Release Educational Records; this form is available on the registrar's page of the university website and in the registrar's office.

### Changes to Directory Information

**Name-change policy:** A current or former student of Whitworth University may change any component of his or her name with proper documentation and a completed name-change request form. Types of changes may include first-, middle-, and last-name replacements; converting an initial to the actual name; replacing a nickname; returning to a birth name, or any other documented name-change variation. Acceptable documentation will include a copy of a legal document, such as a marriage certificate, birth certificate, divorce decree or court order. In addition, one supporting piece of identification reflecting the change must be presented. Forms of identification may include a driver's license, Social Security card, or other identifying documentation deemed acceptable by the registrar. After the proper identification and a completed request form are received by the registrar's office (300 W. Hawthorne Road, Spokane, WA 99251), the change will be reflected on the student's hard-copy academic record, transcript and computer record. **Address change:** Please notify the registrar's office of any address changes by supplying your name, your student I.D. number or Social Security number, your old address, your new address and your phone number to the registrar's office at the address above.

### Equal Opportunity Policy

It is the policy of Whitworth University to provide equal educational opportunity without regard to age, race, color, religion, national origin, sex, marital status or disability as defined by law, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Sections 799A and 845 of the Public Health Services Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991. In addition, Whitworth University is committed to the fair and equal treatment of all people regardless of race, color, national origin, sex, age or disability in its programs and activities. As a religious educational institution affiliated with the Presbyterian Church (USA), Whitworth University reserves the right to hire employees who share a commitment to the Christian faith.

### Confidentiality

Each academic year the university informs students of their rights under the Family Educational Rights and Privacy Act of 1974, as amended. This act is designed to protect the privacy of education records, to establish the right of students to inspect and review their academic records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings. Students have the right to file complaints with the FERPA office concerning any alleged failure by Whitworth University to comply with this act. The complete institutional policy statement related to the Family Educational Rights and Privacy Act of 1974 is available through the registrar's office.

# Grading

## Grade Reports

### Midterm Grades

On the designated date noted as midterm in the academic calendar, student grades of C- or lower are reported (on WhitNet) to the registrar's office. The student and his/her advisor are then notified of the grade so that there is opportunity for the student to improve his/her performance.

### Final Grades

Final grades are reported to the registrar's office on the designated date specified in the academic calendar. Final grades may be viewed on WhitNet. The date the grades can be viewed on WhitNet is dependent on the student's completion of course evaluations.

## Grades and Quality Points

A	Superior: 4 points
A-	3.7 points
B+	3.3 points
B	Good: 3 points
B-	2.7 points
C+	2.3 points
C	Fair: 2 points
C-	1.7 points
D+	1.3 points
D	Poor: 1 point
D-	0.7 points
F	Failure: 0 points
W	Official Withdrawal; does not affect GPA
WA	Administrative Withdrawal; does not affect GPA
WF	Withdrawal While Failing (or past the acceptable time limit for a "W" grade), computed as an "F" in the GPA
WW	Withdrawal Without Permission (stopped attending or never attended the course), computed as an "F" in the GPA
AU	Audit; does not affect GPA
I	Incomplete; to be made up by six weeks into the next fall or spring semester
IE	Incomplete; time to finish work is extended until six weeks into the next fall or spring semester
S	Satisfactory; given upon completion of a Satisfactor/Not Satisfactory course; does not affect GPA; commonly used for grading internships, study abroad programs and specific non-graded courses
NS	Not Satisfactory; given for unsatisfactory work in a Satisfactory/Non Satisfactory course; does not affect GPA
P/F	P/F Pass for a grade of "C" or higher; grades of "C-," "D+," "D," "D-," or "F" will result in an "F" grade
P/NC	For class taken with P/NC option, Pass for a grade of "C" or higher; No Credit is given for grades of "C-," "D+," "D," "D-," or "F"; grade of P/NC does not affect GPA and is irreversible

## Calculation of the Grade Point Average

Current and cumulative grade point averages are calculated on the basis of grades earned at Whitworth only. Credits for courses accepted in transfer from other institutions count toward the total required for graduation, but the grades for those courses do not affect the Whitworth GPA. The grade point average (GPA) is computed by dividing the quality points total by the total number of graded credits attempted during any given grading period. Quality points for a course are determined

by multiplying the numerical equivalent of the letter grade by the credit attempted. Pass/No Credit and Satisfactory/Not Satisfactory grades are not used in computing the GPA.

## Honors

### Semester Honors

At the end of each fall and spring semester, all students who have registered in at least 12 semester credits for which A-F grades are given and who earn at least a 3.75 grade point average, are given Dean's Honor Roll recognition. This includes a letter from the dean, along with membership in the Laureate Society.

### Latin Honors

cum laude (with honors)	3.50 GPA
magna cum laude (with high honors)	3.75 GPA
summa cum laude (with highest honors)	3.90 GPA

### George Whitworth Honors

#### GEORGE WHITWORTH HONORS PROGRAM PHILOSOPHY AND VALUES

The Whitworth Honors Program is rooted in the following principles that shape the program and reflect Whitworth's core values:

- **Academic Excellence:** Requirements for credit granted in honors program learning experiences will exceed the academic expectations of most Whitworth courses.
- **Active and Collaborative Learning:** Learning experiences are characterized by joint intellectual effort among students, or between students and faculty in pursuit of deeper knowledge and understanding. Learning experiences in the honors curriculum are designed to require active participation and a high degree of self-direction from students.
- **Christian Mission:** The honors program includes experiences with a faith-learning integration component.
- **Community:** Registration for honors program offerings is elective and open to all Whitworth students. When space is limited, priority will be given to honors students, assuming timely registration.
- **Educational breadth:** Honors graduates must complete academic enrichment experiences across the curriculum (not just in proximity to their major).
- **Preparation for Vocation:** Honors experiences are designed to provide a high level of preparation for post-baccalaureate educational and/or career opportunities.
- The primary aim of the program is to provide academic benefits by deepening student engagement, defined as learning that adds "depth, complexity, and novelty."
  1. Depth is referred to as the level of mastery and understanding of the material presented. Students in the honors program will study course content more extensively or in greater depth. This leads toward greater insight by the student's discovery of detail, patterns and trends.
  2. Complexity is the thought and processing involved in an activity. Dealing with complexity helps students to understand concepts at a higher level and to see the interrelationship of concepts.
  3. Novelty refers to a unique personal experience for the student. He or she may study something that is not a part of the regular curriculum but that may be of interest to him or her. Self-directed study leads toward heightened individuality and expansion of personal belief systems.

A secondary aim of the program is to provide students a range of experiences to enhance their preparation for post-baccalaureate study and vocations.



## GEORGE WHITWORTH HONORS PROGRAM

The George Whitworth Honors Program allows high-achieving, motivated students who are admitted with honors to be eligible for a menu of challenging academic-enrichment experiences over their four years at Whitworth. Program components benefit students differently, depending upon their particular interests and learning styles. The strength of the program is that the student directs himself/herself to a diverse set of learning experiences across multiple disciplines. These experiences may include honors general education or interdisciplinary courses, honors courses within a major, advanced seminars, honors creative projects, honors research, honors study abroad, and honors internships. Eligibility for priority enrollment in many honors courses is dependent upon the student's GPA. Eligibility to participate in certain types of honors experience (ex. research, internship, performance) is by faculty approval, based on applications that demonstrate preparation related to the honors area.

### Eligibility to Graduate with George Whitworth Honors

To graduate as a George Whitworth Scholar, a student must complete at least 12 credits within the honors program, with at least six of those credits in upper-division courses, seminars, research, etc. No more than nine honors credits can be earned within a single department. In addition, honors credits must be earned in at least four of the following categories:

- A. Honors courses or seminars
- B. Honors research
- C. Honors internship
- D. Honors study abroad
- E. Honors creative project
- F. Honors d-group in a Core/Worldview Studies course (at 1 credit per course)

To be a George Whitworth Scholar, a student must graduate with at least a 3.75 cumulative GPA and be in the top 20 percent of his or her major(s). Students who do not meet these requirements will still be enriched by these experiences, but will not graduate with George Whitworth honors. Honors graduates will become members of the George Whitworth Society upon graduation.

## Student Information

### Graduate Students

Graduate students are master's candidates. Admission to these programs is by application only.

### Matriculated Students

Matriculated students are those who have met the requirements for admission and have registered for courses in their program of choice.

### Non-Matriculated Students

Students who do not wish to seek a degree, but who want to attend only specific courses, are classified as non-matriculated students. These students are not required to submit the credentials required for admission as a matriculated student.

### Veterans

Whitworth is approved for veteran training as an institution of higher education by the Higher Education Coordinating Board. The university's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Whitworth is committed to upholding and complying with the intent of Veterans Administration regulations. Benefit recipients must meet satisfactory-progress standards in order to continue receiving benefits for study. VA benefit recipients are held to the same academic standards as are other Whitworth students. Records that permit monitoring of progress are kept in the registrar's office. Termination of benefits will be initiated upon receipt of a withdrawal form. It is the responsibility of the benefit recipient to submit a withdrawal form to the registrar and to notify the veterans coordinator immediately upon ceasing to attend any course.

## Class Standing

Freshman	0-29 semester credits
Sophomore	30-59 semester credits
Junior	60-89 semester credits
Senior	90 and above semester credits
126	minimum credits to graduate

## Student Right-To-Know

In compliance with the Higher Education Act of 1965, as amended, Whitworth is pleased to provide the following information concerning its graduation rates. The rates reflect the graduation status of students for whom 150 percent of the normal time to completion has elapsed.

Cohort entering fall semester of	Size of original cohort	Number graduated	Percent graduated
1995	394	266	67.5 percent
1996	315	219	69.5 percent
1997	398	284	71.4 percent
1998	373	251	67.3 percent
1999	406	309	76.1 percent
2000	402	297	73.9 percent
2001	427	317	74.2 percent
2002	433	332	76.7 percent
2003	438	320	73.1 percent
2004	469	372	79.3 percent
2005	451	362	80.3 percent

## Student Registration

### Registration

Whitworth University students register for classes through WhitNet. Students register for their next classes during their assigned registration period each semester and can adjust their class schedules via WhitNet through the first week of classes.

Registration for teaching assistantships, research assistantships, independent studies, and internships are processed in the registrar's office. Registration for study abroad is handled by the International Education Center.

Beginning with the second week of classes, students must complete an add/drop form, including the instructor's signature, and submit it to the registrar's office for processing.

Deadlines for dropping and adding classes are published in the academic calendar each semester. Students receive notification to verify their course registration during the drop/add period each semester. Credit cannot be granted after a semester has ended for courses in which a student did not officially register. It is the student's responsibility to check his or her registration information and to discuss any needed corrections with a member of the staff in the registrar's office. It is the university's policy to deny requests for registration in any course after the close of the term in which registration was required.

### Normal Full-Time Course Load

The normal load for full-time undergraduate students is 12 to 17 semester credits in the fall and spring semesters, including up to five semester credits in Jan Term. *Permission to enroll in more than the 17 credits must be approved in writing by the advisor for any student whose cumulative grade point average is less than 3.0, and by the advisor and/or registrar for any student requesting to enroll in more than 19 credits.* The maximum allowable load in the summer is three semester credits in a three-week session and six semester credits in a six-week session. A student must average 31.5 semester credits per year to graduate in four years. In order to remain under the catalog requirements in effect at the

time of his/her initial enrollment, a student must complete a degree within six years from the time of matriculation. Because graduate programs vary in format, students should check with their respective graduate schools to determine normal course load.

If a student enrolls in more than 17 credits, s/he may incur additional tuition charges. Students should check with the student accounts office to see if overload tuition charges are waived for a particular course. Jan Term is considered part of the spring semester and is free to students who were enrolled full time as matriculated day students in the fall semester or who are enrolled full time as matriculated day students for the spring semester.

*Please note: Class fees are subject to change without notice.*

## Normal Progress and Financial Aid

Students are eligible to receive aid while they are working toward their degree until they reach 150 percent of the number of credits required to earn the degree. Registration for less than a full-time load (12-17 semester credits) may prevent a student from receiving some forms of Whitworth financial aid. More information on satisfactory progress requirements for recipients of financial aid is available at the Whitworth Financial Aid website or office.

## Student Holds

Different circumstances can cause a hold to be placed on a student's account. Each hold prevents the student from participating in a university privilege, such as the opportunity to register, add/drop classes, receive official transcripts, or participate in campus activities. The list below shows the types of holds and the offices to contact regarding these holds.

### Type of Hold

Academic Suspension	Registrar's Office
Advisor Hold	Advisor
Business Office Hold	Student Accounts Office
Loan Office Hold	Student Accounts Office
Financial Aid Hold	Financial Aid Office
Registrar's Hold	Registrar's Office
Student Life Hold	Student Life Office

## Waitlisting For Closed Classes

Students may waitlist themselves via WhitNet for closed classes. As space becomes available in such classes, waitlisted students will be sent an e-mail notifying them that they have 24 hours to register for the course on WhitNet. If the student does not register within 24 hours, s/he will be dropped from the waitlist.

## Changes in Registration

### Class Attendance

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses they do not attend are responsible for dropping the courses officially through the registrar's office. The consequence of not officially dropping a course is a "WW" (withdrew without permission) grade, which calculates as an "F" in the GPA. Students should contact the professor of a class if they plan to be absent any day during the first week of the semester/term. No person other than a faculty member attending informally with the approval of the professor may attend a Whitworth course in which that person has not been officially registered. A professor may allow a student to attend his or her class only if the student's name appears on the official class roster.

### Add/Drop Policy

A student who must change his or her schedule after the fifth day of the semester must do so by completing an Add/Drop form and returning it to the registrar's office with signatures from the course instructor and the student's advisor. Students are required to be registered for all of their courses before the end of the add/drop period. While it is recommended that registration for independent studies and internships be completed before the end of the tenth day of the semester, it is understood that those registrations can occur later.

After the tenth day of the semester, a grade of "W" will be given for any full-semester course that is dropped. A grade of "WF" will be given for full-semester courses dropped after the ninth week of the



semester. Contact the registrar's office for applicable dates for half-semester courses. The last day to drop a course is the final day of regular instruction before final exams.

### **Repeat/Delete Policy**

A course taken at Whitworth may be repeated at Whitworth. Courses cannot be taken under the repeat/delete policy except at Whitworth. Check the section on financial aid to determine if/how your level of aid will be affected if you repeat courses in which you received a passing grade.

1. Grades for all courses taken at Whitworth will appear on the permanent record.
2. When computing the grade point average and total hours earned, the student taking a repeat/delete will be credited with the highest grade earned for all attempts and with course credits for only one attempt.
3. If the credit level for a course has changed (for instance, from 4 to 3 hours), the residual credit not covered by the repeat will be reflected on the transcript at the grade originally awarded; this grade will be computed as part of the grade point average unless extended credit is earned and awarded.

### **Withdrawals**

Accelerated classes and graduate-level classes are sometimes offered in a nontraditional term. Check with your department to determine the withdrawal policy for your program.

#### **Traditional semester programs have the following withdrawal policy:**

- A withdrawal from a course during the first two weeks of the term will not appear on the transcript.
- A withdrawal after the first two weeks through the ninth week of the term will be noted with a "W" (withdrawal) on the transcript.
- A withdrawal after the ninth week and before final exams will be noted with a "WF" (withdraw failing) on the transcript.
- If a student stops attending a course or never attends but does not officially withdraw from the course by completing a drop slip and submitting it to the registrar's office, a grade of "WW" (withdrew without permission) will be noted on the transcript. Financial obligations for the course will remain binding.

### **Hardship Withdrawal**

In rare circumstances, the withdrawing student may be granted a hardship withdrawal, which is given when a debilitating medical or psychological condition makes it necessary for the student to withdraw from all of his or her courses. To be considered, the student should apply to the dean of students or his/her designee within a week of the anticipated withdrawal, providing written documentation of the condition. Under hardship-withdrawal status, the student will receive a "W" in all classes for the term, and financial officers will determine charges based on the number of weeks the student used university resources and services.

### **Hiatus Policy**

Students who have completed at least one semester at Whitworth are eligible to take a leave of absence for up to one academic year and to return without reapplying for admission. This leave, known as a hiatus, allows the student to keep his or her WhitNet and Whitworth e-mail accounts active while s/he is away. Students may also go on hiatus for a partial semester if they completely withdraw from the university for a semester and plan to return for the next semester.

### **Pass/No Credit Option**

This option is designed to encourage students to explore areas of study outside their majors. Students may choose to take one P/NC course each academic year at Whitworth. Core/Worldview Studies courses, courses in the student's major or area of concentration, and education courses are excluded from this option. Students may elect to take PE activity courses Pass/No Credit. A grade of Pass will be assigned in a P/NC course on the basis of a grade of "C" or higher. A grade of No Credit will be assigned in a P/NC course on the basis of a grade of "C-" or lower. Once a P/NC has been declared, it is irreversible. Check the academic calendar for the deadline to declare P/NC.

## General Course Numbers

### Lower-Division Courses

100-199: Primarily for freshmen. May not be taken for graduate credit.

200-299: Primarily for sophomores. May not be taken for graduate credit.

### Upper-Division Courses

300-399: Primarily for juniors and seniors. Graduate students may count a limited number of credits.

400-499: Primarily for seniors. Graduate students may count a limited number of credits.

500-599: Graduate level. Undergraduates may enroll only with special permission.

### Special Course Numbers

At undergraduate and graduate levels, course numbers ending in 80, 86, 90, 91, 95 or 96 indicate special courses. Subject matter in these courses varies. All departments may offer these types of courses, but because not all may be listed in this catalog, students are urged to ask individual department offices about the availability of courses of the type and level desired. Their designations are as follows:

80 Field Study

86 Readings

90 Internship

91 Independent Study

95 Teaching Assistantship

96 Special Topics

## Transfer Credit

### Academic Credit and Evaluation

Academic credit is awarded on the basis of semester credits. One semester credit is equivalent to 14 contact hours and two hours of work outside of class for each contact hour. Evaluation of coursework is accomplished in a variety of ways, depending upon the nature of the course.

### Acceptance of Transfer Credits

Whitworth will accept applicable undergraduate and graduate work transferred from regionally accredited institutions. For institutions without regional accreditation, transfer of credit will be considered if the credibility of the institution can be supported by the "three-letter rule," which states that it is the responsibility of the student to provide letters from three regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit. A total of two-thirds credit will be awarded for course work completed at non-regionally accredited Bible schools that hold an ABHE accreditation.

A maximum of 64 semester credits may be transferred from a two-year college; a total of 94 semester credits may be transferred from any four-year college or combination of two and four-year colleges. Credits earned more than 15 years prior to matriculation at Whitworth will require department approval if they are to fulfill a requirement in the major. Courses in which the student received a grade lower than "C-" vocational-technical courses, non-college-level courses, credit earned by exam and incomplete courses are not transferable. Official transcripts must be received by the registrar's office from the transferring institution in order to have credit evaluated for final acceptance.

### Transfer Policies for Students Holding Associate of Arts Degrees

A student transferring to Whitworth with an associate of arts (A.A.) degree from a community college in Washington (approved by the Intercollege Relations Commission for the State of Washington), Colorado, Oregon, Montana, the Community College of Southern Idaho, North Idaho College, or with an associate of science (A.S.) degree from a community college in Washington, will receive the following:

- Junior standing (60 semester credits)
- Transfer credit of a maximum of 96 quarter credits or 64 semester credits
- Waiver of all general requirements, with the following exceptions:

- A choice of one of the following: Core 150, Western Civilization I: Christian Worldview Perspectives; Core 250, Western Civilization II: The Rationalist Worldview; or Core 350: Applied Ethics, Public Policy and Worldviews
- Biblical Literature: Three semester credits in the Old Testament, New Testament, or one or more books of the Bible
- Modern Foreign Language: Eight semester credits, 15 quarter credits, or a full year of college credit in modern foreign language (including American Sign Language)

In order for a transfer student to meet the general education requirements, s/he must earn an approved associate degree prior to initial enrollment at Whitworth. Students transferring from other institutions or states not mentioned above holding A.A. degrees will be evaluated on a course-by-course basis.

Transfer students are encouraged to contact the registrar's office to determine the applicability of their coursework to specific bachelor's degrees. General information can be given over the telephone (toll-free at 800.533.4668). To obtain a complete transcript evaluation, send the request with an official copy of college transcripts to Registrar's Office, Whitworth University, 300 W. Hawthorne Road, Spokane, WA 99251.

## Step Up Policy

In order to ensure that students are ready for the academic work involved, this option is available only to those who have senior standing. An undergraduate student may take up to six credit hours of MBA, MIM or THG classes (if they have met the prerequisites) and those six graduate-level credits can be applied to their undergraduate program if they indicate that they are interested in pursuing either the MBA, the MIM or the MA in theology degree. These six credits *cannot* be used for both undergraduate and graduate credit. They will apply to and be recorded on a student's undergraduate degree. They will not be counted again for graduate credit once a student is admitted to the MBA, MIM or MA in Theology Program. However, their graduate program's total credit requirement will be reduced by the number of credits they complete in Step Up, up to six credits; and the course requirement for the completed Step Up classes will be waived.

## Alternative Course Credit

A maximum of 32 alternative semester credits (48 quarter credits) may be counted toward graduation. Alternative credit includes Advanced Placement, international baccalaureate degree courses, College Level Examination Program (CLEP) credit, and DANTES credit, based on completion of advanced work, portfolios, and credit for military service and schools. Alternative course credit is calculated as part of the transfer-credit limit of 94. Contact the registrar's office for further information.

## Advanced Placement (AP)

Whitworth is an active participant in the College Entrance Examination Board Advanced Placement program. A score of three or above on an AP test is accepted for credit in some disciplines at Whitworth. In many cases, this score will also satisfy a general graduation requirement and/or a requirement for an academic major. Refer to Whitworth's website for details.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
Art - Studio or History	4-5	3	none	Fine Art
Biology	4	3	none	Natural Science
Biology	5	4	BI 140 or BI 141	Natural Science
Chemistry	4	4	CH 161	Natural Science
Chemistry	5	8	CH 161 & CH 181	Natural Science
Chinese Lang/ Culture	4-5	4	none	Modern Language
Computer Science A	4	3	CS 171	none

Computer Science A	5	6	CS 171 & CS 172	none
Computer Science AB	4-5	6	CS 171 & CS 172	none
Macroeconomics	4-5	3	EC 211	Social Science
Microeconomics	4-5	3	EC 210	Social Science
English Lang/Comp	4	3	none	none
English Lang/Comp	5	6	none	none
Environmental Science	4-5	3	none	Natural Science
French Lang or Lit	4-5	4	none	Modern Language
German Lang or Lit	4-5	4	none	Modern Language
Government and Politics	4-5	3	none	Social Science
Government and Politics Comp	4-5	3	none	Social Science
History, American	4	3	none	Social Science
History, American	5	6	HI 181 or HI 182	Social Science
History, European	5	3	HI 101	Humanities
History, World	5	3	HI 101, HI 102, HI 181 or HI 182	Humanities
Human Geography	4-5	3	none	Social Science
Italian, Lang and Culture	4-5	4	none	Modern Language
Japanese, Lang and Culture	4-5	4	none	Modern Language
Latin	4-5	4	none	Modern Language
Math, Calculus AB	4-5	4	MA 171	Mathematics
Math, Calculus BC	4-5	8	MA 171 & MA 172	Mathematics
Music Theory	4-5	3	MU 110	Fine Art
Physics B	4-5	3	PS 121 or PS 151	Natural Science
Physics C (Mechanics)	4-5	3	PS 151	Natural Science
Physics C (Electricity)	4-5	3	PS 153	none
Psychology	4-5	3	PY 101	Social Science
Spanish Lang or Lit	4-5	4	none	Modern Language
Statistics	4-5	3	MA 256	Mathematics

## International Baccalaureate (IB)

Whitworth recognizes the international baccalaureate diploma and subject examinations; the university awards credit on a course-by-course basis for only high-level courses passed with a score of five or higher. Refer to Whitworth's website for details.

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
Art/Design	5	3	AR 120	Fine Art

Biology	5	4	none	Natural Science
Chemistry	5	3	none	Natural Science
Chemistry	6	4	CH 161 & CH 161L	Natural Science
Chemistry	7	8	CH 161 & CH 181 plus labs	Natural Science
Computer Science	5	3	CS 171	none
English A1	5	3	none	none
History of Americas	5	6	HI 181 & HI 182	Social Science
History of Europe	5	3	none	Humanities
Language A2	5	4	none	Modern Language
Language A2	6-7	8	none	Modern Language
Language B	5	4	none	Modern Language
Language B	6-7	8	none	Modern Language
Mathematics	5	8	MA 171 & MA 172	Mathematics
Math Methods	5	3	MA 108	Mathematics
Music	5	6	none	Fine Art
Physics	5	3	PS 121	Natural Science
Physics	6-7	8	PS 151 & PS 153 plus labs	Natural Science
Psychology	5	3	PY 101	Social Science
Psychology	6	6	PY 101	Social Science
Theatre Arts	5-6	3	TA 100	Fine Art
Theatre Arts	7	6	TA 100	Fine Art

## College Level Examination Program (CLEP)

Whitworth grants academic credit for sufficiently high scores on CLEP general exams and selected CLEP subject examinations. These cutoff scores are listed in the College Entrance Examination Board publication *College Placement and Credit by Examination*, which is available at most high schools and colleges. Information regarding CLEP exams may be obtained on our website or by contacting the Whitworth Continuing Studies Office at 509.777.3222. Credit for general CLEP exams will be awarded only if the exam is taken within one year of matriculation. Credit for CLEP subject exams will be awarded only if the exam is taken before higher-level coursework in the same discipline is completed. Students must complete an application to take a CLEP exam and have it approved by the registrar's office prior to taking the exam.

## General Exams

(will only be accepted for credit during the first year of matriculation)

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
College Composition	50	3	none	none
Humanities	50	6	none	Humanities
College Mathematics	50	3	MA 107	Mathematics
Natural Sciences	50	6	none	Natural Sciences
Social Sciences & History	50	6	none	Social Sciences



## Subject Exams

Test Name	Test Score	Credits Given at Whitworth	Course Equivalency	General Ed. Requirements
American Literature	50	3	none	none
Analysis & Interpretation of Lit	50	3	none	none
English Literature	50	3	none	none
College French (Level 1)	50	6	FR 111	Modern Language
College French (Level 2)	59	12	FR 202	Modern Language
College German (Level 1)	50	6	GR 102	Modern Language
College German (Level 2)	60	12	GR 202	Modern Language
College Spanish (Level 1)	50	6	SN 111	Modern Language
College Spanish (Level 2)	63	12	SN 202	Modern Language
American Government	50	3	none	Social Science
American History I	50	3	none	Social Science
American History II	50	3	none	Social Science
Intro to Educational Psychology	50	3	none	none
Principles of Macroeconomics	50	3	EC 211	Social Science
Principles of Microeconomics	50	3	EC 210	Social Science
Introductory Psychology	50	3	PY 101	Social Science
Introductory Sociology	50	3	SO 120	Social Science
Western Civilization I	50	3	none	Humanities
Western Civilization II	50	3	none	Humanities
Biology	50	6	BI 102	Natural Science
Calculus	50	4	MA 171	Mathematics
Chemistry	50	6	CH 101	Natural Science
Pre-Calculus	50	3	MA 150	Mathematics
Financial Accounting	50	3	BU 230	none
Info Systems and Computer App	50	3	none	none
Intro Business Law	50	3	BU 240	none



Principles of Management	50	3	BU 374	none
Principles of Marketing	50	3	BU 218	none

## DANTES Exam (DSST)

Whitworth awards academic credit for DANTES exams. Students must complete an application to take a DANTES exam and have it approved by the registrar's office prior to taking the exam. The exam must be completed before students complete higher-level coursework in the same discipline. In order for any credit to be awarded, the minimum score must be obtained. Contact the registrar's office for questions regarding DANTES exams.

## Transcripts and Diplomas

### Transcript Requests

Transcript requests may be made in person or by mailing or faxing us the Transcript Request Form located on the registrar's office website ([www.whitworth.edu/transcript](http://www.whitworth.edu/transcript)). Transcript requests cannot be handled by phone. Transcripts may be purchased with a VISA or MasterCard (include card number and expiration date), a check made out to Whitworth University, or cash. Official transcripts are \$5 each for the first five in an order and \$3 for each additional transcript. Transcript requests can be sent by priority or overnight mail for an additional fee. Please allow at least one week of processing time during the term and two weeks at the beginning or end of a term (September, December, February and May). Rush orders must be paid by cash or credit card to avoid a four-day check-clearance delay. The fax number for the registrar's office is 509.777.3296. The mailing address is Registrar's Office, Whitworth University, 300 W. Hawthorne Road, Spokane, WA 99251.

### Diploma Reorder

Replacement diplomas are available through the registrar's office for a \$20 fee.

## Directed Studies

### Independent Study (numbered 191, 291, 391, 491, 591)

Special projects may be undertaken on a tutorial basis by qualified students. Department approval of proposals is based upon the following criteria:

- The student has demonstrated readiness for independent work.
- The project topics/materials are not covered in a regular course.
- A regular full-time faculty member agrees to supervise the study.
- A student should take no more than 12 credits of independent study during his/her total university career; generally, no more than three per semester.

Students are to submit proposals with the signatures of the faculty supervisor and the department chair to the registrar's office by the seventh class day of the fall or spring semester in which the study is to be taken. During Jan Term and summer terms, proposals must be submitted by the fourth class day.

### Readings (numbered 386, 486)

If the study is primarily a review of literature, the "readings" designation may be given. This type of study could be preparatory work for a research paper, particularly at the graduate level.

### Teaching Assistantship (numbered 395, 495)

This type of course is for the advanced major in a discipline (junior standing required). If a faculty member believes that a student has sufficient maturity in his or her field, the student may be offered the opportunity to assist in the teaching process. Responsibilities vary and may include the following: grading of papers and examinations; preparation of lectures, exams or experiments; tutorial assistance

and discussion-group leadership; occasional lecture responsibility for the very mature student. TA enrollment per semester is limited to three credits. Students must complete the FERPA agreement.

## **Internships and Field Studies**

A vital part of any liberal arts education is the integration of classroom studies with working environments off campus. All Whitworth students are encouraged to prepare for later employment through training in the professional community. Through these programs, students may earn academic credit and/or pay by integrating classroom studies with actual work experience, and can build job-search skills that prepare them for future employment. Internship and field-study placements are available in all departments of the university. The Whitworth Career Services Office provides information and guidance. A mandatory orientation and contract must be completed prior to beginning the internship or field experience. Students should take no more than 12 credits of internships during their total university career and, generally, no more than three per semester.

### **Internships (numbered 290, 390, 490 or 590)**

Internships are work-based learning experiences that integrate students' academic coursework with career-related work experiences in the major field. Sophomores, juniors and seniors are eligible for credit. Students must attend an orientation through the Whitworth Career Services Office to learn about site possibilities and how to enroll in the class. Fall and spring semesters, Jan Term and Summer Term.

### **Field Study (numbered 280, 480)**

This program provides the opportunity to explore a particular career area in any field of interest. The program is an observational, exploratory, hands-on experience. Students may participate at any time from the second freshman semester through the senior year.

# **Graduation Requirements**

## **Requirements for Graduation**

### **General Degree Requirements:**

- Complete all general education requirements.
- Complete all requirements and performance standards for the major or area of concentration and one writing-intensive course in the major, as set forth in the catalog effective at time of matriculation (major requirements are presented in the catalog under the appropriate discipline). Students may change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog.
- Complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).
- Degree-seeking students must earn a minimum of 32 credits in residence.
- Complete a minimum of 126 credit hours with a minimum cumulative grade point average of 2.0.
- Thirty-two of the last 40 credits required for graduation must be taken at Whitworth.
- Complete all degree requirements within six years of matriculation.
- Students must declare their intent to graduate by completing an application for graduation by Nov. 1 of their senior year. In order to participate in commencement, students who will not be completing all degree requirements by the end of the spring term must submit a petition that outlines their course plan showing that all requirements will be complete by Jan. 31 of the year following commencement.

### **I. Requirements for Major or Area of Concentration**

Complete all requirements and performance standards for the major or area of concentration and one writing-intensive course as set forth in the catalog effective at time of matriculation (major requirements are presented in the catalog under the appropriate discipline). Students may change to

a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog.

## II. Upper-Division Requirements

Students must complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).

## III. Residency

At least 32 semester credits must be completed in residence at Whitworth for each program level (undergraduate or graduate) that the student pursues.

## IV. Grade Point Average

A student must accumulate a 2.0 average in 1) all Whitworth courses, and 2) all courses in the declared major or area of concentration. Education and athletic training students, see School of Education and athletic training department for GPA requirements.

## V. Degree Completion Requirements

Thirty-two of the last 40 credits needed for the degree must be taken at Whitworth. Students must complete all degree requirements within six years from the time of matriculation. Part-time students may petition this policy. Students who withdraw from Whitworth and return after an absence of more than two years must meet the graduation requirements in effect at the time of their return and must complete all degree requirements within six years of the time of their return (matriculation). Students must complete a minimum of one course if the above-mentioned requirements have been met. Additional information may be obtained from the registrar's office.

## VI. Application for Graduation

Students must apply to graduate by Nov. 1 in the fall semester of their senior year. Application for Graduation forms are available on WhitNet and in the registrar's office. Degree audits are available in the registrar's office prior to each registration period and online at any time. If the possibility exists that a student's requirements will not be completed by the end of spring semester, that student **must submit a petition that outlines their course plan showing that all requirements will be complete by Jan. 31** of the year following commencement in order to participate in the May ceremony. Detailed graduation information will be sent to all students who have applied to graduate.

## Double Majors

A student may graduate with more than one major if all requirements are met for each major. There is no limitation on course overlap between two declared majors.

## Requirements for a Second Baccalaureate Degree

A Whitworth graduate seeking a second bachelor's degree must meet the major requirements of a second major, must satisfy the general education requirements (under the DTA agreement) in place at the time the second degree is initiated, and must complete 30 credits of work beyond the first degree. A second degree will not be awarded unless the graduate re-enrolls at Whitworth and completes a minimum of one course if the above-mentioned requirements have been met. A Whitworth student seeking a second baccalaureate degree must seek the approval of his/her advisor and the registrar.

A student with a bachelor's degree from another institution who pursues a B.A. or B.S. at Whitworth will be expected to meet all the major and degree requirements, including the residency requirement (32 credits), and the general education requirements (under the DTA agreement) in place at the time the second degree is initiated; s/he must also receive a degree in a field other than that of the first degree.

# Undergraduate, General Education

## General Education Requirements

Students must complete all general education requirements, as outlined below. The Schedule of Courses includes the most recent information about courses and the requirements that they satisfy. Courses designated on WhitNet as fulfilling a general education requirement are valid for that

semester only. The list of courses fulfilling general education requirements evolves and changes over time; therefore, it is important for students to check the listings on WhitNet when planning their class schedules.

*Note: A student may not use the same course to satisfy more than one of the general education requirements.*

### **A. First-Year Program (1 credit)**

The First-Year Program (GE 125/GE 325) is designed to assist students in connecting quickly with the Whitworth community. This program will facilitate the formation of faculty-student relationships that are centered primarily in academic context (in class and beyond the classroom) and the advising function (academic and vocational).

### **B. Worldview Studies (12 credits)**

A worldview is a personal set of basic assumptions about humanity, God, the nature of material reality, and the place of humans in that reality. A person's worldview also includes assumptions about how humans gain knowledge as well as prescriptions regarding all forms of human activity: political, social, creative, economic, religious and otherwise. A person's worldview is the way in which s/he makes sense of life experiences. Every individual possesses this set of basic assumptions whether or not s/he is consciously aware of what the assumptions are.

The worldview studies curriculum at Whitworth exists to engage the student in the active examination of presuppositional thinking that forms the basis of all human meaning. Its intent is to explore the origins of human thinking at this foundational level, particularly emphasizing the Western way of answering questions of meaning.

CO 150	Western Civilization I: Christian Worldview Perspective
CO 250	Western Civilization II: The Rationalist Worldview
CO 350	Western Civilization III: Applied Ethics, Public Policy and Worldviews

### **C. Biblical Literature: Biblical Foundations for Faith and Practice (3 credits)**

Courses in this area emphasize understanding the scriptures and their theological teachings from the perspective of the Reformed and Evangelical traditions. Courses also focus on understanding the implications of scripture, as well as the hermeneutics of interpretation. Courses that satisfy this requirement will be found in the theology department.

### **D. Modern Languages, American Diversity Studies, Global Perspectives: Community, Diversity and Justice (10 credits)**

Courses in this area introduce students to domestic and international diversity, including linguistic, political, religious, racial, ethnic, gender and other differences. They emphasize the role of diversity in determining perspective and communication patterns, as well as in applying this understanding to community living in an increasingly diverse U.S. and world. To satisfy this requirement, students must complete 3-4 credits in each of three areas:

#### **• Modern Languages - 4 credits**

Students must demonstrate proficiency through the first-year level. They may accomplish this by passing a proficiency exam in a language (tests are available in French, German, Russian, and Spanish and by special arrangement for Chinese and Japanese), completing the 101-102 sequence in a language, or completing a one-semester intensive course (e.g. SN 111 or FR 111).

#### **• American Diversity Studies - 3 credits**

Courses that meet this requirement include substantial work that reflects thoughtfully on diverse viewpoints within American society. These courses emphasize the role of diversity in an increasingly diverse U.S. Students completing education certification will meet this requirement by fulfilling the requirements in the education program. Students who take ASL 102 may apply it to the American diversity requirement.

### • Global Perspective - 3 credits

Courses that meet this requirement include substantial work that reflects thoughtfully on viewpoints developed beyond American society. Students who take the 102 course in a modern language may apply that course to this requirement, as 102 courses provide extensive content in cultural differences. Off-campus study is highly recommended.

### **E. The Fine Arts: Creative Expression and Appreciation (3 credits)**

Courses in this area provide opportunities for students to understand aesthetic traditions and to develop the capacity for artistic expression. Courses that satisfy this requirement will usually be found in the departments of art, English, music and theatre.

### **F. Oral and Written Communication Studies: Effective Communication and Social Responsibility (6 credits)**

Courses in this area equip students to create, organize, share and receive clear oral and written messages.

#### **Oral Communication - 3 credits**

Courses that satisfy this requirement will usually be found in the areas of speech communication and theatre. Students completing education certification will meet this requirement by fulfilling the requirements of the education program.

#### **Written Communication - 3 credits**

Courses that satisfy this requirement will usually be found in the areas of English and journalism. Each student is also required to complete one designated writing-intensive course that must be taken within the major program. Courses labeled with a "W" after the number meet the writing-intensive requirement, but not necessarily the written communication requirement.

### **G. Fitness and Wellness for Life (3 credits)**

Courses in this area emphasize responsible stewardship of God's creation through maintenance of personal health; students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Courses that satisfy this requirement will be found in kinesiology. Three different activity courses (FW or PE) are required, one of which must be from among the following: FW 118 (for students with physical disability) FW 132, FW 134, FW 141, FW 149, FW 166, FW 175 (for continuing studies students only), or FW 219.

*Note: A maximum of eight semester credits of physical education activity courses may be counted toward the total credits required (126).*

### **H. The Social Sciences: Human Nature and Civic Responsibility (3 credits)**

Courses in this area seek to describe, primarily from the perspective of human sciences, how and why humans behave as they do individually and corporately. Courses that satisfy this requirement will usually be found in the areas of economics, history, political science, psychology and sociology, although courses in other disciplines may also be included.

### **I. The Humanities: Human Thought and Values (3 credits)**

Courses in this area introduce students to the rich tradition of the humanities. Study focuses on the embodiment of human experience, thought and values through the scrutiny of text and symbol. Courses that satisfy this requirement will usually be found in the departments of art, English, history, modern languages, music, philosophy, theology and theatre.

### **J. Mathematics and Statistics: Mathematical Reasoning and Social Applications (3-4 credits)**

Courses in this area provide an overview of topics in quantitative thinking, analysis, and problem-solving. Special attention is devoted to mathematical concepts reflecting broader social concerns, patterns of occurrence and behavior and related issues. Courses satisfying the requirement are MA 107, MA 108, MA 150, MA 158, MA 171, MA 221, and MA 256. A few courses, such as PO 310, PY 351/352 and SO 338, found in other disciplines, may apply toward fulfilling this requirement.



Initial placement is based on SAT scores. A score of 600 will allow entrance into any course for which the student has the prerequisites. A score of 500-600 will not meet entrance requirements into MA 171. Below 500 will allow entrance into MA 107 only.

### K. The Natural Sciences: The Natural World and Human Responsibility (3-4 credits)

Courses in this area provide opportunities for students to understand and apply the scientific method as an analytical, problem-solving tool via coursework that emphasizes both theoretical and experiential components. They expose students to the strengths and weaknesses of scientific methodology and the relationship between scientific inquiry and faith. Courses that satisfy this requirement will usually be found in the areas of astronomy, biology, chemistry, geology and physics.

One of the following:

MA 231 Science I

MA 232 Science II

MA 233 Science III

MA 234 Science IV

MA 235 Science V

MA 236 Science VI

MA 237 Science VII

MA 238 Science VIII

MA 239 Science IX

MA 240 Science X

MA 241 Science XI

MA 242 Science XII

MA 243 Science XIII

MA 244 Science XIV

MA 245 Science XV

MA 246 Science XVI

MA 247 Science XVII

MA 248 Science XVIII

MA 249 Science XIX

MA 250 Science XX

MA 251 Science XXI

MA 252 Science XXII

MA 253 Science XXIII

MA 254 Science XXIV

MA 255 Science XXV

MA 256 Science XXVI

MA 257 Science XXVII

MA 258 Science XXVIII

### Track I: Two-Dimensional (Drawing/Painting and Printmaking) (49)

MA 211 Introduction to Two-Dimensional Art

MA 212 Drawing I

MA 213 Drawing II

MA 214 Drawing III

MA 215 Drawing IV

MA 216 Drawing V

MA 217 Drawing VI

MA 218 Drawing VII

MA 219 Drawing VIII

MA 220 Drawing IX

MA 221 Drawing X

MA 222 Drawing XI

MA 223 Drawing XII

MA 224 Drawing XIII

MA 225 Drawing XIV

MA 226 Drawing XV

MA 227 Drawing XVI

MA 228 Drawing XVII



Faculty members in the Whitworth University Art Department are committed to excellent teaching. The department's mission is to provide students who are enrolled in art courses with a rigorous intellectual environment in which students may gain knowledge and skills that will enable their creative progress in the visual arts. Art core courses provide a solid foundation in artistic form and content. Upper-division offerings expand each student's personal artistic vision and the conceptual foundation for the content of their work. All courses encourage the development of a lifelong passion for making and appreciating art. The program presents a number of options for the integration of a Christian worldview, and all students are encouraged to investigate the relationship between their worldview and their work.



Learning outcomes of this major prepare the student in the following areas:

### **Knowledge**

- Develop proficiency in comprehending and interpreting works of art.
- Explore the history of art – artists, processes, and artworks in all forms of art media.
- Recognize the standards for quality in students' given discipline and apply those standards to their own artwork and the work of others.
- Demonstrate comprehension of art theory and communicate how students' work relates to contemporary art practice.
- Understand the requirements necessary to enter into a vocation in each student's field.

### **Skills**

- Master the processes and techniques of the discipline.
- Develop the capacity for critical analysis in relation to art.
- Be able to clearly communicate the connections between students' personal worldviews and the work they create.

### **Faith, Values, and Ethics**

- Gain an understanding of diversity by studying artworks and artists from a variety of cultures and backgrounds.
- Develop an awareness of the ethical and spiritual issues that exist in their discipline and be able to respond in a manner consistent with their worldview.

### **Admission Process for Art Majors**

Submit the following to the art department faculty by spring of the sophomore year:

- a portfolio of work
- a statement of rationale for admittance and intent to commit to the art major

Department faculty will consider each applicant for full admittance or conditional admittance to the art major. The junior exhibition will serve as a review of admittance. Admittance prior to the spring semester of the sophomore year is possible, but it does not eliminate the review process.

## Requirements for an Art Major, B.A.

All tracks require the following core courses (26)

AR 101	Drawing I	3
AR 120	2-D Design	3

One of the following: 3

AR 124	Introduction to Photoshop	
AR 231	Digital Photography I	
AR 220	3-D Design	3
AR 259	Seminar I	1
AR 261	History of Renaissance and Baroque Art *	3
AR 263	History of Modern Art *	3
AR 365W	Contemporary Art Seminar	3
AR 399	Junior Exhibition Project	1
AR 460	Seminar	3

\* Also offered at the upper division level.

## Track I: Two-Dimensional (Drawing/Painting and Printmaking) (49)

Required core courses 26

AR 210	Painting I	3
AR 499	Senior Exhibition Project	2

Two of the following: 6

AR 201	Drawing II	
AR 231	Digital Photography I	
AR 302	Figure Drawing I	

One of the following: 3

AR 221	Introduction to Printmaking I: Relief and Intaglio	
AR 222	Introduction to Printmaking II: Lithography and Screenprinting	

Three of the following in drawing, painting or printmaking: 9

Drawing

AR 301	Drawing III	
AR 401	Drawing IV	
AR 402	Figure Drawing II	
AR 491	Independent Study (in advanced drawing)	

Painting

AR 211	Watercolor I	
AR 310	Painting II	
AR 311	Watercolor II	
AR 410	Painting III	
AR 411	Watercolor III	
AR 491	Independent Study (in advanced painting)	

**Printmaking**

AR 221	Introduction to Printmaking I: Relief and Intaglio
AR 222	Introduction to Printmaking II: Lithography and Screenprinting
AR 321	Intermediate Printmaking
AR 322	Print Production
AR 422	Advanced Printmaking

**Track II: Graphic Design (49)**

Required core courses		26
AR 210	Painting I	3
AR 499	Senior Exhibition Project	2
Two of the following:		6
AR 201	Drawing II	
AR 221	Introduction to Printmaking I: Relief and Intaglio	
AR 222	Introduction to Printmaking II: Lithography and Screenprinting	
AR 231	Digital Photography I	
AR 302	Figure Drawing I	
One of the following:		3
AR 221	Introduction to Printmaking I: Relief and Intaglio	
AR 222	Introduction to Printmaking II: Lithography and Screenprinting	
Three of the following:		9
AR 227	Introduction to Time-Based Art Making	
AR 323	Typography I	
AR 324	Digital Imaging I	
AR 326	Web Design I	
AR 327	Intermediate Time-Based Art Making	
AR 331	Digital Photography II	
AR 424	Digital Imaging II	
AR 423	Typography II	
AR 426	Web Design II	
AR 427	Advanced Time-Based Art Making	
AR 431	Digital Photography III	
CS 302	Multimedia Applications Development	

**Track III: Three-Dimensional (Ceramics, Sculpture, Glass) (49)**

Required core courses		26
AR 143	Glass I	3
AR 240	Ceramics (Wheelwork) I	3
or AR 241	Ceramics (Hand Building) I	
AR 355	Sculpture I	3
AR 455	Sculpture II	3
AR 499	Senior Exhibition Project	2
Three of the following:		9
AR 196	Topics in Art	
AR 227	Introduction to Time-Based Art Making	
AR 243	Glass II	
AR 315	Community Arts in Practice	
AR 327	Intermediate Time-Based Art Making	

AR 340	Ceramics (Wheelwork) II
AR 341	Ceramics (Handbuilding) II
AR 343	Glass III
AR 396	Topics in Art
AR 427	Advanced Time-Based Art Making
AR 440	Ceramics (Wheelwork) III
AR 441	Ceramics (Handbuilding) III
AR 443	Glass IV

## Track IV: Art Education (47)

(K-12 endorsement) \*\* All endorsements subject to change; see School of Education for updated requirements.

Required core courses		26
AR 124	Introduction to Photoshop	3
One of the following:		3
AR 220	3-D Design	
AR 355	Sculpture I	
AR 344	Elementary Art: Curriculum and Methods	1
AR 444	Secondary Art: Curriculum and Methods	2
One course in painting		3
One course in ceramics		3
Two studio courses		6

\*\* Art education track: Other professional courses must also be taken from the School of Education. Please refer to the School of Education section in this catalog.

## Requirements for an Arts Administration Major - Art Emphasis, B.A. (44-47)

AR 120	2-D Design	3
One of the following:		3
AR 124	Introduction to Photoshop	
AR 231	Digital Photography I	
One of the following:		3
AR 101	Drawing I	
AR 220	3-D Design	
AR 355	Sculpture I	
AR 259	Seminar I	1
Two of the following:		6
AR 261	History of Renaissance and Baroque Art *	
AR 263	History of Modern Art *	
AR 266	History of Art of the United States	
AR 315	Community Arts in Practice	3
AR 365W	Contemporary Art Seminar	3
AR 390	Internship (or AR 490 Approved Internship)	1-4
AR 435	Arts Administration	3
AR 460	Seminar	3
CS 110	Introduction to Computer Information Systems	3
LS 250	Principles of Service and Leadership	3
Three of the following:		9

AR 260	History of Ancient Art *
AR 264	History of Medieval Art *
AR 267	Precolumbian Art and Architecture
AR 268	History of Photography
AR 269	Modern Latin American Art
BU 231	Managerial Accounting
BU 301	Consumer Behavior
BU 315	Funding and Grant Writing
BU 331	Project Management
JMC 244	Publicity and Public Relations

Also offered at the upper division level

## Requirements for an Art Minor (21)

All endorsements subject to change; see School of Education for updated requirements

AR 101	Drawing I	3
AR 120	2-D Design	3
Two of the following:		6

AR 260	History of Ancient Art *
AR 261	History of Renaissance and Baroque Art *
AR 263	History of Modern Art *
AR 264	History of Medieval Art *
AR 365W	Contemporary Art Seminar

Three studio classes 9

For Washington state endorsement in the art, the following is also required:

AR344/444 Curriculum and Methods: Elementary/Secondary (1-2)

\* Also offered at the upper division level.

## Requirements for a Minor in Art History (21-23)

At least two courses must be upper-division level

AR 261	History of Renaissance and Baroque Art *	3
AR 263	History of Modern Art *	3

Three of the following: 9

AR 260	History of Ancient Art *	
AR 264	History of Medieval Art *	
AR 266	History of Art of the United States	
AR 267	Precolumbian Art and Architecture	
AR 268	History of Photography	
AR 269	Modern Latin American Art	
AR 365W	Contemporary Art Seminar	3

One of the following: 3-5

AR 120	2-D Design
AR 381	Art in France
AR 382	British Isles Arts & Crafts



AR 491	Independent Study
FA 300	British Culture through the Arts

Recommended: a teaching assistantship in art history and an internship

\* Also offered at the upper-division level.

## Requirements for a Minor in Community Arts (16-19)

AR 120	2-D Design	3
AR 220	3-D Design	3
AR 315	Community Arts in Practice	3
AR 390	Internship	1-4
AR 435	Arts Administration	3
Three advisor-approved credits		3
(May include internships and/or community engagement courses from other departments)		

## Art Courses

### AR 101 Drawing I 3

Beginning-level drawing course. Emphasis on the development of perception and drawing skills using a variety of media and techniques. Fee. Fall, Jan and spring semesters.

### AR 114 Chinese Gardens and Temples 3

As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China.

### AR 116 Theatre in Community 3

An introduction to theatre in a community context. Includes study of at-risk student populations, urban poverty, and playwriting as a tool for social change. Practical application of skills and knowledge in Spokane public school. Jan Term, even years. Meets American Diversity requirement.

### AR 120 2-D Design 3

Studio problems involving the creative application of design elements and principles. Emphasis is on two-dimensional experiences involving line, space, shape, texture, color, etc. Fee. Fall, Jan and spring semesters.

### AR 124 Introduction to Photoshop 3

A beginning level course using basic graphic design applications. Students will learn to use Adobe Photoshop, Illustrator and InDesign. They will gain experience in manipulating images digitally. Provides a foundation for the study of advanced art and design topics. Fee. AR 120 recommended but not required. Fall and spring semesters.

### AR 143 Glass I 3

Glass as an artist's material. Techniques include 3-D sculpture, fusing, slumping, integration of materials and installation. Fee.

**AR 150 History of Chinese Art**

3

The History of Chinese Art course is a broad survey of Chinese art history for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from prehistory to present day as they relate to the history of Chinese art within its social and political setting.

**AR 191 Independent Study**

1-4

**AR 196 Topics in Art**

1-3

Selected lower-division topics in art. Periodic offering.

**AR 201 Drawing II**

3

Intermediate course. Traditional and contemporary approaches to drawings that record, symbolize and/or visualize. Development of personal drawing style and content. Use of the human figure. Prerequisite: AR 101. Fee. Spring semester, odd years.

**AR 210 Painting I**

3

Beginning-level course in painting, emphasizing observation, composition, color theory, content and basic painting skills. Variety of problems and subject matter. Prerequisite: AR 101 or 120. Fee. Fall and spring semesters.

**AR 211 Watercolor I**

3

Beginning course in transparent watercolor. Traditional and contemporary techniques. Emphasis on observation, composition and content. Some art experience recommended. Fee.

**AR 220 3-D Design**

3

Studio problems designed to allow students to explore the visual elements and principles of three-dimensional design. Variety of media and approaches for creating form using traditional and contemporary subject matter. Prerequisite: AR 120. Fee.

**AR 221 Introduction to Printmaking I: Relief and Intaglio**

3

An introductory printmaking course emphasizing relief and intaglio processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. AR 101 or 120 recommended. Fee. Fall semester.

**AR 222 Introduction to Printmaking II: Lithography and Screenprinting**

3

An introductory printmaking course emphasizing lithography and screenprinting processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. Fee. AR 101 or 120 recommended. Spring semester.

**AR 227 Introduction to Time-Based Art Making**

3

An introductory course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, and animation. Also addresses aesthetic and theoretical issues related to filmmaking. A camera capable of creating video is required. Fee.

**AR 231 Digital Photography I**

3

Beginning level course in digital photography. A variety of problems address camera and computer techniques. Form and content as well as computer manipulation of the photograph are explored. Digital SLR camera required. Fall and Spring semester. Fee.

**AR 240 Ceramics (Wheelwork) I**

3

Use of the potter's wheel to create three-dimensional forms, both sculptural and functional. Emphasis on design, glazing, and firing techniques. Fee. Fall semester.

**AR 241 Ceramics (Hand Building) I**

3

Off-wheel techniques to create ceramic forms. Emphasis on expressive potential of clay, glazing and firing techniques. Fee. Spring semester.

**AR 243 Glass II**

3

Exploration of contemporary topics and techniques in glass. Assignments encourage individual expression and technical exploration. Periodic offering. Prerequisite: AR 143. Fee.

**AR 251 Mixed Media I**

3

Explore a variety of materials while creating three-dimensional artworks. Emphasis on integrating materials with ideas. Materials include paper, wood, glass, found objects, recycled material, lost wax casting, soft sculpture, paper mache, digital media, collage, etc. AR 101, AR 120, or AR 210 recommended. Fall and spring semesters. Fee.

**AR 259 Seminar I**

1

Introduction to art theory, philosophy and aesthetics. Focuses on contemporary artists, imagery, techniques, and media. Visits by artists and art professionals, art-related businesses, galleries and museums. Sophomore art majors and other students interested in art. Spring semester. Fee.

**AR 260 History of Ancient Art**

3

A survey of the development of the visual arts - architecture, sculpture, painting and minor arts - in the Western world, from prehistory through the Roman periods. Explores works of art within their historical, social, economic, political and religious contexts, as well as from the perspective of a formal analysis. Also listed as AR 360. Periodic offering. Fee.

**AR 261 History of Renaissance and Baroque Art**

3

The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Also listed as AR 361. Fall semester. Fee.

**AR 263 History of Modern Art**

3

A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Also listed as AR 363. Spring semester. Fee.

**AR 264 History of Medieval Art**

3

A survey course designed to investigate the artistic developments - architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) - significant to the Early Christian through Gothic periods. Considers artistic expression within the context of the culture that created it. AR 260 recommended. Also listed as AR 364. Periodic offering. Fee.

**AR 266 History of Art of the United States**

3

A survey course tracing the history of artistic expression in the United States from the pre-Revolutionary period to postmodernism. Painting, architecture, and sculpture will be considered. Particular emphasis will be placed on issues of identity-national, ethnic, geographic, and gendered. Periodic offering. Fee.

**AR 267 Precolumbian Art and Architecture**

3

A survey of the major cultural traditions in Mesoamerica and the Andes before European contact, including the Maya, Inca, and Aztec cultures. Prominent forms of artistic production-architecture, sculpture, pottery, textiles-will be considered with particular emphasis on their cultural and political function within society. Periodic offering. Fee.

**AR 268 History of Photography**

3

A survey of the history of photography from its invention in the 1830s to current practices. Considers various forms, functions, and movements in photography throughout history, while exploring the changing conceptualization and reception of the medium. Examines the relationship of photography to aspects of culture in both Europe and America. Periodic offering. Fee.

**AR 269 Modern Latin American Art**

3

A survey of the artistic production in Central and South America during the 20th century. Prominent avant-garde movements will be considered, such as muralism, neofiguration, and conceptualism. Explore how artists challenged politics and society in their own countries and influenced artistic practice around the world. Fee. Spring semester, even years.

**AR 278 Scenography I**

3

A project based course introducing the principles of theatrical design and the historical development, continuum, and evolution of the values, methods, and theories of scenography. Emphasis will be on exploring the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes demonstrations of various design tools & methods, project lab sessions, discussion of scenographic theory and practices, and group critiques of the process and projects. Fall semester, odd years.

**AR 280 Field Studies**

1-4

**AR 290 Internship**

1-4

**AR 291 Independent Study**

1-4

**AR 301 Drawing III**

3

Advanced course. Student assumes greater responsibility for design of drawing problems, appropriate media and technique. Continued development of personal style, content and use of series or serial work. Prerequisite: AR 201. Fee. Spring semester, odd years.

**AR 302 Figure Drawing I**

3

Intermediate course using the human figure as subject. Variety of problems, media and techniques using the live model. Emphasis on observation, composition and content. Prerequisite AR 101. Spring semester, even years. Fee.

**AR 310 Painting II**

3

Intermediate course. Mastery of painting technique. Development of personal style, content and imagery. Prerequisite: AR 210 Fee. Fall and spring semesters.

**AR 311 Watercolor II**

3

Intermediate course. Development of personal imagery, style and content. Prerequisite: AR 211. Fee. Periodic offering.

**AR 314W Chinese Gardens and Temples**

3

As part of the Whitworth in China program, Chinese Gardens and Temples is an art history survey of Chinese scholar gardens and traditional temple design and symbolism for students of all levels regardless of previous exposure to art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from early history to the present day as they relate to the history of Chinese art, gardens and architecture within a social and political setting. The course will be taught in the English language on location in China.

**AR 315 Community Arts in Practice**

3

An in-depth study of how the arts are practiced within a community setting. Explores the disciplines of art, theater, and music; students will study a variety of models of how each is used in the context of community development. Emphasis on the practical knowledge needed to execute a public art project. No prerequisites; however, some background in art is recommended. Fall semester.

**AR 316 Community-Based Theatre**

3

A practical study of CBT concepts and practices. As a group, students will devise and perform an original piece of theatre in collaboration with a community organization. TA 348 is recommended but not required. Offered Spring semester, even years. Also listed as TA 316.

**AR 321 Intermediate Printmaking**

3

Further exploration of technical and aesthetic aspects of matrix-based art making. Individually directed projects emphasizing digital and mixed- process printing. Prerequisite: AR 221 or AR 222. Fee. Periodic offering.

**AR 322 Print Production**

3

An introduction to four-color-process printing. An emphasis on digitally created printing matrixes and commercial printing techniques for graphic design and fine art. Intaglio, relief, screenprinting and lithography may be incorporated. Fee. Periodic offering.

**AR 323 Typography I**

3

Introduction to typography for designers. Covers the fundamentals of letter forms, spacing, and layout. Emphasis is on typesetting as well as creative and expressive use of lettering. Projects will be completed digitally and by hand. Prerequisite: AR 124. Fee. Spring semesters.

**AR 324 Digital Imaging I**

3

An introduction to the techniques and aesthetic approaches to digital art making. Students will be given the chance to develop and execute design and fine art ideas using digital image-making software programs. A beginning class for those considering the graphic and web design fields as well as those interested in using the computer as a fine art tool. Prerequisite: AR 120 and AR 124. Fee. Fall semesters.

**AR 326 Web Design I**

3

An introductory course in designing websites. Students will gain experience in creating and editing images for use on the web; organizing information and directory structures; building and maintaining webpages; applying design theory and page layout to create professional websites. Emphasis will be placed on overcoming the technical challenges associated with building webpages. Prerequisite: AR 120 & AR 124. Fee. Periodic offering.

**AR 327 Intermediate Time-Based Art Making**

3

An intermediate course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installations, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to film making. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Prerequisites: AR 227. Fee. Periodic offering.



**AR 331 Digital Photography II**

3

Intermediate problems in digital photography/ computer manipulation of photographs. Digital SLR camera required. Prerequisite: AR 231. Fee.

**AR 340 Ceramics (Wheelwork) II**

3

Studies will be directed toward specific individual needs as determined by experiences in previous ceramic courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Fee. Fall semester.

**AR 341 Ceramics (Handbuilding) II**

3

Studies will be directed toward specific individual needs as determined by experiences in previous ceramics courses. Students will exhibit work publicly. Prerequisite: AR 240 or AR 241. Fee. Spring semester.

**AR 343 Glass III**

3

Projects in glass will be individually directed. Prerequisite: AR 243. Fee.

**AR 344 Elementary Art: Curriculum and Methods**

1

A hands-on workshop course that emphasizes helping the elementary-education student become comfortable with the art experience and knowledgeable about the variety of media and techniques, safety information, stages of a child's artistic development, and methods of aesthetic evaluation. Emphasizes the art process rather than the product. The goal of the course is to help the future teacher gain an appreciation for children's art and an enthusiasm for art in general. Fee. Fall and spring semesters.

**AR 350W History of Chinese Art Advanced**

3

The advanced History of Chinese Art course is an in-depth survey of Chinese art history for upper division students interested in art history or Chinese culture. In addition to Chinese art and architectural history, related topics such as philosophy, religion, and intellectual history, will be studied from prehistory to present day as they relate to the history of Chinese art within its social and political setting. Students will be required to complete upper division work in addition to the coursework required for the lower division students.

**AR 355 Sculpture I**

3

Techniques and fundamentals of three-dimensional composition. Figurative and abstract problems using a variety of media: clay, wood, stone and found objects. Fee.

**AR 360 History of Ancient Art**

3

A survey of the development of the visual arts-architecture, sculpture, painting, and minor arts-in the Western world, from prehistory through the Roman periods. Works of art will be studied within their historical, social, economic, political, and religious contexts, as well as from the perspective of a formal analysis. Students in this upper-division section will complete additional assignments. Periodic offering. Fee.

**AR 361 History of Renaissance/Baroque Art**

3

The development of artistic expression from the early 14th century through the 19th century, including Northern and Italian Renaissance, Mannerism, Rococo, Neoclassicism and Romanticism. Architecture, sculpture, painting and the minor arts will be considered within both their cultural and visual contexts. Students in this upper-division section will complete additional assignments. Fall semester. Fee.

**AR 363 History of Modern Art**

3

A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-19th century. Discussion and analysis focus on a wide range of traditional, non-traditional, and experimental media and techniques employed by modern artists to create unique visual expressions. Students in this upper-division section will write additional papers. Spring semester. Fee.

**AR 364 History of Medieval Art**

3

A survey course designed to investigate the artistic developments-architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) significant to the Early Christian through Gothic periods. Artistic expression within the context of the culture that created it is considered. Students in this upper-division section will complete additional assignments. Periodic offering. Fee.

**AR 365W Contemporary Art Seminar**

3

A survey of contemporary art and the elements that contribute to the practice of current visual culture. The history of art after 1940. Special attention to understanding the controversy and scandal associated with the beginning of the 21st century. Spring semester.

**AR 368 Aesthetics**

3

The nature of art, including purposes and theories, connections to beauty and truth and practical life, and moral implications of artworks. Recommended prerequisite: PH 110 or any of AR 260-264. Also listed as PH 368. Spring semester, odd years.

**AR 381 Art in France**

4

Approximate 3-week study abroad with emphasis on visual art of the 20th century--major art movements, artists, visual elements and design principles. Venues in Paris and South of France: Museums, galleries, artist studios (as available). Class presentations, Journal entries incorporating concepts course concepts. Offered only in conjunction with full-semester Whitworth in France Study Program. Spring semester, every third year (2013, 2016)

**AR 382 British Isles Arts & Crafts**

4

A study of the visual arts - architecture, sculpture, painting, and decorative arts - in England, Scotland, Wales and Ireland. Museums, galleries, cathedrals, castles and other on-site artistic expressions will offer the student an opportunity to study firsthand the works of art in historical, cultural, and artistic contexts. Fee. Offered only in conjunction with the full-semester Whitworth British Isles Study Program. Fee. Fall semester, every third year (2008, 2011).

**AR 386 Readings**

1-4

**AR 390 Internship**

1-4

**AR 391 Independent Study**

1-4

**AR 395 Teaching Assistantship**

1-4

**AR 396 Topics in Art**

3

Selected upper-division topics in art. Periodic offering.

**AR 399 Junior Exhibition Project**

1

Students experience all the steps necessary to organize and install a group exhibition of artworks as preparation for the senior exhibition. Fee. Spring semester.

**AR 401 Drawing IV**

3

Advanced course. Student assumes responsibility for the design of one or more series of drawings employing his/her choice of media, technique, and imagery. Prerequisite: AR 301 or AR 302 Fee. Spring semester, odd years.

**AR 402 Figure Drawing II**

3

Advanced course in life drawing. Student assumes major responsibility for design of problems, including choice of media. Use of series to develop personal style, imagery, content, and refinement in drawings using the human figure as subject. Prerequisite: AR 302. Fee. Spring semester, even years.

- AR 410 Painting III** 3  
Advanced course. Student works in series. Refinement of technique and style to advance imagery and content. Prerequisite: AR 310. Fee. Fall and spring semesters.
- AR 411 Watercolor III** 3  
Advanced course in watercolor. Refinement of technique, personal visual statements. Prerequisite: AR 311. Fee. Periodic offering.
- AR 422 Advanced Printmaking** 3  
Individually directed projects. Prerequisite: AR 321 or AR 322. Fee. Periodic offering.
- AR 423 Typography II** 3  
Advanced work in typography for designers. Students will continue research into page layout and the aesthetics of letterforms. Projects will be completed digitally. Prerequisite: AR 101 and 323. Fee. Periodic offering.
- AR 424 Digital Imaging II** 3  
Advanced work in design graphics. Students will continue research into the technical and aesthetic issues related to computer-generated artwork. Exploration of object-based, page-layout software and multimedia applications. Prerequisites: AR 101 and AR 324. Fee. Periodic offering.
- AR 426 Web Design II** 3  
Advanced work in designing webpages. Students will continue research into information and aesthetics on the web. Prerequisite: AR 326. Fee.
- AR 427 Advanced Time-Based Art Making** 3  
An advanced course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Individually directed projects emphasizing editing and directing. A camera capable of creating video is required. Fee.
- AR 431 Digital Photography III** 3  
Self-directed problems in digital photography/ computer manipulation. Digital SLR required. Prerequisite: AR 331. Fee.
- AR 435 Arts Administration** 3  
An in-depth study of the administration of community art projects. Topics include grant-writing, business plans, safety/liability, marketing and public relations. Emphasizes laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites; however, some background in art is recommended. Also listed as TA 435. Fee. Fall semester.
- AR 440 Ceramics (Wheelwork) III** 3  
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Fee. Fall semester.
- AR 441 Ceramics (Handbuilding) III** 3  
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Prerequisite: AR 340 or AR 341. Fee. Spring semester.
- AR 443 Glass IV** 3  
Projects in glass will be individually directed. Fee. Periodic offering.

**AR 444 Secondary Art: Curriculum and Methods**

2

Available for art-education majors/minors. Observation and analysis of middle (junior high) and high school teachers in a classroom setting. Includes teaching methods, curriculum objectives and evaluation, classroom organization.

**AR 455 Sculpture II**

3

Prerequisite: AR 355

**AR 460 Seminar**

3

This capstone course is designed as a transition for the art major between art in the college setting and art beyond college. Discussion and investigation will help the student gain a clearer understanding of the nature of art and the artist. Visits to artists' studios, art-related business, galleries and museums. Through an exchange of information, ideas and methodology with both peers and professionals, the student will have the opportunity to formulate personal ideas, opinions, and goals for a future in art. Prerequisite: Art major with senior standing.

**AR 478 Scenography II**

3

A project based course in theatrical design and the values, methods, and theories of scenography. Emphasis will be on the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes project lab sessions, discussion of scenographic theory and practices, group critiques of the process and projects, and creation of a professional design portfolio. Prerequisite: TA 278, AR 120, AR 124, or AR 220. Spring semester, odd years.

**AR 480 Field Studies**

1-4

**AR 481 Field Experience**

0-3

Alternate Level Field Experience

**AR 486 Readings**

1-4

**AR 490 Internship**

1-4

**AR 491 Independent Study**

1-4

**AR 495 Teaching Assistantship**

1-4

**AR 499 Senior Exhibition Project**

2

Required of all majors in painting/drawing, printmaking, graphic design, and three dimensional ceramics, sculpture, mixed media) art tracks. Students complete and exhibit original artworks. Review by all faculty. Fee. Spring semester.

**Fine Arts Courses****FA 101 Introduction to the Fine Arts**

3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Fall and spring semesters.

**FA 300 British Culture through the Arts**

3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.

**FA 301 Power and Politics of Art: Italy/  
Germany**

3

Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Offered Jan Term, odd years.

**FA 305 Christianity and the Arts in Italy**

3

This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present.

**FA 365 Fine Arts Culture in Britain**

3

Taught when a faculty member from the Whitworth Theatre, Music or Art Department is part of the study program to the British Isles.

## Humanities Courses

**HU 191 Independent Study**

1-3

**HU 196 Selected Topics**

1-3

**HU 200 Introduction to Culture British Isles -  
Abroad**

1

This course will provide a survey of the art, history, and literature of England, Ireland, Scotland, and Wales. Required for and exclusive to students participating in the British Isles Study Program. Jan Term, every third year - or spring semester preceding the program (2011).

**HU 201 International Films**

1

Professors from different disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions and film history. Fall semester.

**HU 202 Classic American Films**

1

Seven American films, from the 1940s through the 1980s, introducing students to important American classics. Attendance & participation required. Meets every other week. Four short papers. 1 credit. Spring semester.

**HU 291 Independent Study**

1-4

**HU 302 French Civilization - Abroad Program  
Preparation**

2

A survey of French history from the Gauls and Romans through the 19th century, with emphasis on contemporary French culture. Required for and exclusive to students participating in the France Study Program. Fall semester, every third year preceding the program.

**HU 349 Introduction to Thailand Studies**

2

Preparation for Jan Term in Thailand.

**HU 350 Thailand Study Program**

3

See WGS 350.

**HU 391 Independent Study**

1-3



Course Number	Course Title	Credits
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4
HU 395	Teaching Assistantship	1-4
HU 396	Selected Topics	1-3
HU 491	Independent Study	1-4
HU 495	Teaching Assistantship	1-4

# Biology

## Biology

The mission of the Whitworth Biology Department is to educate biologists to be knowledgeable about the organization and function of biological systems, proficient in the practice of science, and conversant in the ethical and social implications of advances in the field. We seek to instill in students an understanding that organisms exist in dynamic interaction with an environmental context. We believe that the ideas of biology interface significantly with other intellectual perspectives and that the study of biology provides an appropriate philosophical foundation for an informed, comprehensive worldview.



The learning outcomes of this major prepare students in the following areas:

### **Content**

Graduates should have a broad base of factual information and principles in biology, including basic knowledge of all major organismic groups, biochemistry and metabolism, and the structural and functional components at all levels of biological organization. In addition, they should have reasonable depth in one subdiscipline of biology.

**Synthesis:** Graduates should be able to integrate and synthesize material from different subdisciplines of biology. This goes beyond simply having knowledge of different areas, and should integrate subdisciplines of biology, relating biological processes at various levels of organization.

### **Communication**

Biology graduates should be able to communicate with professional and lay audiences about biology. This skill includes the ability to communicate coherently in both oral and written forms, in plain language, about biological matters, and the ability to use discipline-specific formats as appropriate for professional audiences.

### **Critical Thinking**

Graduates should be able to interpret biological research reports and journal articles and to analyze data. They should have the ability to design a useful, workable experiment to address a particular biological question and be able to use problem-solving skills to modify a planned experimental approach.

### **Technical Proficiencies**

Graduates should demonstrate basic laboratory "bench" skills common to the discipline (e.g., use a microscope, perform dilutions, operate a spectrophotometer); be familiar with field techniques such as sampling, habitat analysis, and collecting and preserving samples; follow and use experimental protocols, including recording and maintaining accurate data records; and understand the factors involved in maintaining and handling organisms – plants, animals and microbes – for study.

## Research

The ability to conduct a research experiment incorporates many of the goals the faculty would like students to achieve – knowledge of content, synthesis, technical proficiencies and communication skills.

## Requirements for a Biology Major, B.A. (45)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
Take four credits of the following:		4
BI 296	Topics in Diversity (May be repeated for credit)	
BI 303	Plant Taxonomy *	
BI 347	Microbial Physiology *	
BI 350	Comparative Vertebrate Anatomy *	
One of the following:		3
BI 230	Introductory Biochemistry	
CH 401	Biochemistry I	
Approved upper-division biology electives **		20
(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)		
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 271	Organic Chemistry I	3

(No more than four credits of internships or cooperative studies, no more than two credits of teaching assistantships, and no more than four credits of BI 400 – Biological Research will apply to the degree program.)

\* If used to meet this requirement, cannot be used to meet the upper division elective requirements

\*\* One writing-intensive biology course is required.

For teacher certification (4-12 endorsement), the following additional courses are also required:

MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

All endorsements subject to change; see School of Education for updated requirements.

## Requirements for a Biology Major, B.S. (58)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
Take four credits of the following:		4
BI 296	Topics in Diversity (May be repeated for credit)	
BI 303	Plant Taxonomy *	
BI 347	Microbial Physiology *	
BI 350	Comparative Vertebrate Anatomy *	
BI 345	Ecology	4
BI 363	Genetics	4
One of the following:		4
BI 323	Animal Physiology	
BI 331	Plant Physiology	

BI 347	Microbial Physiology	
One of the following:		3
BI 399	Molecular Biology	
BI 412	Advanced Cell Biology	
One of the following:		3
BI 230	Introductory Biochemistry	
CH 401	Biochemistry I	
Approved upper-division biology electives **		8
(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)		
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
PS 151	General Physics I ***	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II ***	3
PS 153L	General Physics II Lab	1

(No more than four credits of internships or cooperative studies, no more than two credits of teaching assistantships, and no more than four credits of BI 400 – Biological Research will apply to the degree program.)

\* If used to meet this requirement, cannot be used to meet the physiology or upper division elective requirements

\*\* One writing-intensive biology course required.

\*\*\* PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

For teacher certification (4-12 endorsement) the following courses are also required:

EDU 455	Science in Secondary School	2
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All endorsements subject to change; see School of Education for updated requirements.

## Requirements for a Biology Minor (20)

All endorsements subject to change; see School Education for updated requirements.

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
Take four credits of the following:		4
BI 296	Topics in Diversity (May be repeated for credit)	
BI 303	Plant Taxonomy *	
BI 347	Microbial Physiology *	
BI 350	Comparative Vertebrate Anatomy *	
Approved upper-division biology electives		8

For Washington state endorsement in biology, BI 333, BI 363 and BI 345 must be included and the following additional courses are required:

\* If used to meet this requirement, cannot be used to meet upper division elective requirement.

MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

## Requirements for a Science Endorsement for Majors in Biology, Chemistry or Physics (32)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
One of the following		4
CH 271	Organic Chemistry I	
CH 181	General Chemistry II	
PS 151	General Physics I **	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II **	3
PS 153L	General Physics II Lab	1
PS 141	Introduction to Astronomy	4
One of the following		4
GL 131	Understanding Earth	
GL 139	Environmental Geology	
NS 101	Earth and Sky	

\*\* Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Au Sable Institute

The Au Sable Institute is a Christian environmental-stewardship institute whose mission is to work to bring healing and wholeness to the biosphere and the whole creation through academic programs, research projects and educational outreach. Whitworth is a participating member of the institute. Coursework taken through the institute can be counted as elective credit toward completion of a biology degree. The following courses (this is a partial list) are offered during the summer at the Au Sable Pacific Rim campus (on Puget Sound, near Seattle). Other courses are offered at the following campuses: Au Sable Great Lakes (in the Great Lakes Forest, Mich.), Au Sable East (on the Chesapeake Bay, in Virginia), Au Sable Africa (near Nairobi, Kenya), and Au Sable India (in Tamil Nadu, South India). A full listing of Au Sable courses is available in the biology department.

### BIO 266 Natural History of the Pacific Northwest (3)

Biology and environment of plants and animals, nature of the physical environment, and biogeography of the Pacific Rim, from a stewardship perspective.

### BIO 311 Field Botany (4)

Field identification and ecology of vascular plants as components of natural communities. Emphasis is placed upon on-site examination of plants in communities of the region. Ecological features such as community stratification and plant zonation along ecological gradients are examined. Prerequisite: one year of introductory biology or one semester of botany.

### BIO 324 Natural Resources Practicum (4)

Environmental analysis and natural resources in relation to people and policy in the Pacific Rim. The focus is on local and regional environmental issues and policy in the context of environmental stewardship. It deals with the topics of old-growth forests, endangered species, fisheries issues, conservation of wild nature, international environmental issues in the Pacific Rim, land tenure and environmental stewardship.



**BIO 359 Marine Mammals (4)**

Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. Work covers some of the major habitats in Puget Sound, with particular attention to the diving physiology, social behavior, and communications of whales and seals. Prerequisite: one year of general biology or one semester of zoology.

**BIO 417 Marine Stewardship (4)**

Stewardship of marine habitats and marine organisms in the context of environmental issues and policy. Includes developing an understanding of the structure, function, and conservation issues regarding biotic communities and ecosystems of coastal zone, estuaries, islands and the sea. Prerequisite: one year of general biology.

**BIO 477 Plant Ecology (4)**

Interrelationships between plants and their physical and biotic environments; plant-animal interactions; plant community composition and development; and modern methods of ordination and quantitative analysis with applications to conservation and stewardship. Prerequisite: one year of biology and one course in ecology.

**BIO 499 Biological Research (1-6)**

Participation in an ongoing research project of the institute, or a research project conducted concurrently with an advanced course. Prerequisite: permission of professor or concurrent enrollment in an advanced course.

## Courses

**BI 102 Introductory Biology**

3

Contemporary understanding of the basic organization and function of biological systems and the nature and interdependence of living organisms. Emphasis on cell structure, the diversity of organisms, and physiology. Lab. Meets natural science requirement.

**BI 102L Lab: Introductory Biology**

0

**BI 104 Human Ecology**

3

Nature, dynamics and interdependence of ecosystems in relation to the human biological and cultural niche. The ecological principles of energy flow, nutrient cycling, succession, limiting factors, species diversity and symbioses are utilized to diagnose global environmental problems such as global warming, acid precipitation, ozone depletion, desertification, species extinction, deforestation and resource depletion. No lab. For non-science majors. Periodic offering.

**BI 105 Plants in Culture**

3

Basic structures and life processes in plants. Survey of historical and contemporary uses of plants. Focus on ways in which human life is physically dependent on plants, and on the many ways in which human cultures reflect the specific plants available to them. No lab. For non-science majors. Meets natural science requirement. Periodic offering.

**BI 107 Infectious Diseases**

3

Introduction to the structure, function and diversity of microorganisms that cause human disease. Microbial infections that complicate exposure to vacation climates, pets, recreational activities and exotic cuisine will be emphasized. For non-science majors. Meets natural science requirement. Periodic offering.

**BI 108 Biology of Sex & Gender**

3

Investigation of the biological basis of gender variation, sexual identity, reproduction and sexual development. Emphasis given to the developmental biology, neurobiology, endocrinology and physiology underlying human male and female form and function. No lab. For non-science majors. Meets natural science general requirement. Periodic offering.

- BI 110 Introduction to Human Genetics** 3  
Mechanisms of inheritance which account for the vast genetic diversity within the human species, hereditary disease and genetic therapy, human genome project. No lab. For non-science majors. Periodic offering. Meets natural science requirement.
- BI 111 Marine Biology** 3  
Introduction to life in the sea. Emphasis on the diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs. No lab. For non-science majors. Periodic offering.
- BI 112 Biology of Northwest Agriculture** 3  
The biological concepts that underlie current topics in agriculture of the Northwest will be discussed. Popular views of the biological factors thought to play a role in agriculturally related issues will be compared to established hypothesis and theories. Periodic offering.
- BI 113 Biological Evolution** 3  
Introduces major principles of evolutionary biology, including concepts of evolutionary genetics, adaption and natural selection, and speciation and macroevolution. Contemporary controversies surrounding the teaching of evolution are also discussed. No lab. For non-science majors. Periodic offering.
- BI 115 Conservation & Human Rights** 3  
Conservation of natural resources occurs in cultural contexts. Overview of the science behind conservation efforts. Consideration of costs and benefits for particular human groups.
- BI 120 Natural Resource Conservation** 3  
Conservation of biological resources, including the historical, ethical, and economic aspects of conservation as well as topics in the biology of fisheries, rangelands, forestry, and wildlife conservation, genetic diversity and global change. Meets the Natural Sciences requirement. Fall semester.
- BI 140 General Biology I: Genes, Cells and Evolution** 4  
Introduces cells as the structural and functional units of living systems, emphasizing molecular characteristics of cellular and biochemical processes in the context of cellular and subcellular organization. Topics covered include basic biological chemistry, cell and virus structure, energy utilization and metabolism, viral and cellular reproduction, genetics, evolutionary theory, systematics and phylogeny. In the laboratory portion of the course, students investigate cell structure, function, and genetics. This course is part of the introductory sequence of courses designed to assist students in developing critical reasoning skills and the necessary conceptual framework for advanced study in biology. Fall.
- BI 140L General Biology I: Genes, Cells and Evolution Lab** 0  
Introduces cells as the structural and functional units of living systems, emphasizing molecular characteristics of cellular and biochemical processes in the context of cellular and subcellular organization. Topics covered include basic biological chemistry, cell and virus structure, energy utilization and metabolism, viral and cellular reproduction, genetics, evolutionary theory, systematics and phylogeny. In the laboratory portion of the course, students investigate cell structure, function, and genetics. This course is part of the introductory sequence of courses designed to assist students in developing critical reasoning skills and the necessary conceptual framework for advanced study in biology. Fall.
- BI 141 General Biology II: Organismal Biology** 4  
Evolutionary origin, taxonomic classification and unique anatomical, physiological and behavioral adaptations of protists, fungi, green plants, and animals. Lab. Prerequisite: BI 140. Spring semester.

**BI 141L General Biology II: Organismal Biology Lab**

0

Evolutionary origin, taxonomic classification and unique anatomical, physiological and behavioral adaptations of protists, fungi, green plants, and animals. Recommended: BI 140L. Spring semester.

**BI 191 Independent Study**

1-4

**BI 196 Topics in Biology**

3

One-time offerings for lower-division students or for non-science majors.

**BI 204 Medical Microbiology**

3

Microorganisms, especially bacteria and viruses of medical importance. Basic structure and physiology of microorganisms, principles and control of growth, antibiotics, a survey of infectious disease. Lab emphasizes the use of aseptic technique and the culture and identification of bacteria. Prerequisite: CH 102. Spring semester.

**BI 204L Lab: Medical Micro**

1

**BI 230 Introductory Biochemistry**

3

Introduction for biology majors to biopolymers and metabolism. Focus on energy flow and chemical processes in living systems. No lab. Prerequisites: BI 140, 141, CH 161, CH 181. Co-requisite: CH 271. Fall semester.

**BI 280 Field Studies**

1-4

**BI 290 Internship**

1-4

**BI 291 Independent Study**

1-4

**BI 296 Topics in Diversity**

2

Yearly offerings required for the Biology major and minor. Courses will examine the diversity of specific groups of organisms. Topics such as bacteriology, mycology, algology, vascular and non-vascular plants, protozoans and invertebrates will be covered. Courses may include laboratory exercises. Prerequisites: BI 140 and BI 141. Fall and Spring semesters.

**BI 303 Plant Taxonomy**

4

History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Lab. Prerequisites: BI 140 and BI 141. Spring semester, even years.

**BI 303W Plant Taxonomy**

4

History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Prerequisites: BI 140 and BI 141. Spring semester, even years.

**BI 303L Lab: Plant Taxonomy**

0

<b>BI 305 Landscape Ecology</b>	4
Landscape ecology is the study of the causes and consequences of landscape-scale pattern and process. As an upper division course at Whitworth it will provide an integration of biological concepts, encouraging students to synthesize information from multiple courses and levels of organization to evaluate how patterns occur across a landscape and what the impacts of such patterns are on organisms, populations, and communities. The course will touch on many advanced ecological topics, preparing students for careers or graduate studies in ecology or natural resource management.	
<b>BI 308 Biology of HIV/AIDS</b>	3
Explores the biological, socioeconomic, political and religious factors that influence the transmission, life cycle, pathogenesis and treatment of the human immunodeficiency virus (HIV). No lab. Prerequisites: BI 140 and 141.	
<b>BI 323 Animal Physiology</b>	4
An understanding of biochemistry is fundamental to learning the role of metabolism in overall energy flow in an animal. Lab. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, odd years.	
<b>BI 323W Animal Physiology</b>	4
An understanding of biochemistry is fundamental to learning the role of metabolism in overall energy flow in an animal. Lab. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, odd years.	
<b>BI 323L Lab: Animal Physiology</b>	0
<b>BI 324 Animal Behavior</b>	4
The study of the mechanisms and evolution of animal behavior. Topics include methods of observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Lab. Prerequisites: BI 140 and BI 141. Fall semester, odd years.	
<b>BI 324W Animal Behavior</b>	4
The study of the mechanisms and evolution of animal behavior. Topics include methods of observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Lab. Prerequisites: BI 140 and BI 141. Fall semester, odd years.	
<b>BI 324L Lab: Animal Behavior</b>	0
<b>BI 331 Plant Physiology</b>	4
Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 140, BI 141, BI 230, and CH 271. Spring semester, odd years.	
<b>BI 331W Plant Physiology</b>	4
Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 140, BI 141, BI 230, and CH 271. Spring semester, odd years.	
<b>BI 331L Plant Physiology Lab</b>	0

**BI 333 Evolutionary Biology**

3

Study of the evolutionary paradigm that unifies the science of biology. Origin, refinement and the contemporary form of evolutionary theory, with the objective of understanding its use in organizing the data, ideas and research of the biological sciences. The study will critique some of the popular caricatures of the evolutionary paradigm. No lab. Prerequisites: BI 140, BI 141 and BI 363; junior standing recommended. Periodic offering.

**BI 333W Evolutionary Biology**

3

Study of the evolutionary paradigm that unifies the science of biology. Origin, refinement and the contemporary form of evolutionary theory, with the objective of understanding its use in organizing the data, ideas and research of the biological sciences. The study will critique some of the popular caricatures of the evolutionary paradigm. No lab. Prerequisites: BI 140, BI 141 and BI 363; junior standing recommended. Periodic offering.

**BI 337 Field Botany**

2-3

Field, laboratory study of flora of selected regional habitats. Field trips and collection. Individual work in addition to group trips. Field journal required. Habitat and organisms of focus will vary. Prerequisites: BI 140 and BI 141.

**BI 339 Intro to Field Studies**

1

Theoretical and logistical preparation for the field study tour the following Jan Term. Activities will prepare students for field work at an off campus location. Permission of instructor only. Limited enrollment. Prerequisites: BI 140, BI 141 and BI 345. Fall semester.

**BI 342 Field Marine Ecology**

4

Field-based course designed to explore the interactions of temperate marine organisms with their living and non-living environment. Students explore life histories and ecology of intertidal marine life in rocky shore, sand, mud flat, and planktonic communities. The class will be stationed at the Friday Harbor Marine Laboratory on San Juan Island, Puget Sound, Washington. Permission of instructor; limited enrollment. Prerequisites: BI 140, BI 141 and BI 345. Jan Term, odd years.

**BI 343 Symbiotic Biology**

3

Major categories of symbiotic associations involving partners in all five kingdoms. Mechanisms by which symbioses are established, maintained and propagated, along with structural, physiological and behavioral modifications characteristic of the symbionts and the ecological and evolutionary significance of such relationships. Focus on experimental approaches used to study symbioses. Junior standing recommended. Prerequisites: BI-140 and 141, plus BI 230.

**BI 343W Symbiotic Biology**

3

Major categories of symbiotic associations involving partners in all five kingdoms. Mechanisms by which symbioses are established, maintained and propagated, along with structural, physiological and behavioral modifications characteristic of the symbionts and the ecological and evolutionary significance of such relationships. Focus on experimental approaches used to study symbioses. Substantial literature review required. Junior standing recommended. Prerequisite: BI 140, BI 141, and BI 230.

**BI 345 Ecology**

4

Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 140 and BI 141. Spring semester.

**BI 345W Ecology**

4

Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 140 and BI 141. Spring semester.



**BI 345L Lab: Ecology**

0

**BI 346 Field Parasitology**

3

Field-based course exploring the interaction between parasites and hosts. Parasites in Northeastern Washington will be studied in relation to prevalence, location and affect upon the host. Organisms in the animal, plant, fungi, and protista kingdoms will be considered. Lab. Prerequisites: BI 140, BI 141, BI 230, BI 345, and BI 323 or BI 331. By permission of instructor. Periodic offering.

**BI 347 Microbial Physiology**

4

Ultrastructure, metabolic variations, genetics, ecology and evolution of prokaryotic organisms. Emphasis on the importance of bacteria in the study of various biological processes, as well as on the practical and technological importance and ecological significance of bacteria. Laboratory focus on techniques for isolating, culturing, and identifying bacteria, and on characterizing and studying their genetic and metabolic processes. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, odd years.

**BI 347W Microbial Physiology**

4

Ultrastructure, metabolic variations, genetics, ecology and evolution of prokaryotic organisms. Emphasis on the importance of bacteria in the study of various biological processes, as well as on the practical and technological importance and ecological significance of bacteria. Laboratory focus on techniques for isolating, culturing, and identifying bacteria, and on characterizing and studying their genetic and metabolic processes. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, odd years.

**BI 347L Lab: Microbial Physiology**

0

**BI 348 Environmental Microbiology**

4

This course will examine the applied effects of microorganisms on the environment and on human activity, health and welfare. The role of microbes in municipal waste treatment, bioremediation and agriculture will be discussed. The laboratory component of the course will explore the detection and quantitation of microbial activity, including cultural, microscopic, physiological and molecular approaches. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, even years.

**BI 348W Environmental Microbiology**

4

This course will examine the applied effects of microorganisms on the environment and on human activity, health and welfare. The role of microbes in municipal waste treatment, bioremediation and agriculture will be discussed. The laboratory component of the course will explore the detection and quantitation of microbial activity, including cultural, microscopic, physiological and molecular approaches. Prerequisites: BI 140, BI 141 and CH 271. Fall semester, even years.

**BI 348L Lab: Environmental Microbiology**

0

**BI 350 Comparative Vertebrate Anatomy**

4

Variations of the basic vertebrate theme that enable the species within the group to exploit the particular environment. Evolutionary development of major organ systems within vertebrate classes. Anatomical features of carnivore, herbivore and omnivore mammals will be discussed in detail. Lab. Prerequisites: BI 140 and BI 141. Fall semester, even years.

**BI 350W Comparative Vertebrate Anatomy**

4

Variations of the basic vertebrate theme that enable the species within the group to exploit the particular environment. Evolutionary development of major organ systems within vertebrate classes. Anatomical features of carnivore, herbivore and omnivore mammals will be discussed in detail. Lab. Prerequisites: BI 140 and BI 141. Fall semester, even years.

**BI 350L Lab: Comparative Vertebrate Anatomy**

0

Lab section for BI 350.

<b>BI 354 Developmental Biology</b>	4
Developmental processes and patterns of form and function in multicellular organisms, particularly animals. Emphasis on molecular, cellular and environmental factors regulating gene activity, cellular differentiation, and pattern formation during various developmental sequences. Descriptive, comparative and experimental lab activities focus on chordate embryology, specifically gametogenesis, fertilization, cleavage, gastrulation and organogenesis. Prerequisites: BI 140, BI 141 and BI 230; junior standing. Spring semester, even years.	
<b>BI 354W Developmental Biology</b>	4
Developmental processes and patterns of form and function in multicellular organisms, particularly animals. Emphasis on molecular, cellular and environmental factors regulating gene activity, cellular differentiation, and pattern formation during various developmental sequences. Descriptive, comparative and experimental lab activities focus on chordate embryology, specifically gametogenesis, fertilization, cleavage, gastrulation and organogenesis. Prerequisites: BI 140, BI 141 and BI 230; junior standing. Spring semester, even years.	
<b>BI 354L Lab: Developmental Biology</b>	0
<b>BI 363 Genetics</b>	4
Mechanisms that contribute to and maintain intraspecific diversity: meiosis, allelic segregation, chromosomal assortment, dominance-recessive allelic relationships, hybridization, multiple alleles, epistasis, linkage and recombination, polygenic inheritance and mutation. Population genetics, especially the factors that alter relative frequencies of gene pool alleles. Genetic molecules and the processes by which they are replicated, mutated and expressed. Human genetic diseases. Lab. Prerequisites: BI 140, BI 141 and CH 271. Fall semester.	
<b>BI 363W Genetics</b>	4
Mechanisms that contribute to and maintain intraspecific diversity: meiosis, allelic segregation, chromosomal assortment, dominance-recessive allelic relationships, hybridization, multiple alleles, epistasis, linkage and recombination, polygenic inheritance and mutation. Population genetics, especially the factors that alter relative frequencies of gene pool alleles. Genetic molecules and the processes by which they are replicated, mutated and expressed. Human genetic diseases. Lab. Prerequisites: BI 140, BI 141 and CH 271. Fall semester.	
<b>BI 363L Lab: Genetics</b>	0
Corequisite course: BI 363.	
<b>BI 369 Mycology</b>	4
Aspects of growth, metabolism, genetics and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 140, BI 141 and BI 230.	
<b>BI 369W Mycology</b>	4
Aspects of growth, metabolism, genetics and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 140, BI 141 and BI 230.	
<b>BI 369L Lab: Mycology</b>	0
<b>BI 380 Field Studies</b>	1-4
<b>BI 386 Readings</b>	1-4
<b>BI 388 Cell &amp; Molecular Techniques</b>	2-3
<b>BI 390 Internship</b>	1-4
<b>BI 391 Independent Study</b>	1-4

<b>BI 395 Teaching Assistantship</b>	1-4
<b>BI 396 Topics in Biology</b>	1-3
This is a "topics" course number covering occasional and one-time offerings for upper-division students; such topics as plant anatomy, comparative vertebrate anatomy and mycology will be covered.	
<b>BI 396L Lab for BI 396</b>	0
<b>BI 399 Molecular Biology</b>	3
Contemporary molecular genetics: the organization, storage, retrieval and transfer of genetic information at the molecular level. Topics include the chemical and physical properties of nucleic acids, DNA replication, transcription, translation, mutagenesis, DNA repair, gene regulation and expression, techniques of experimental molecular biology and applications to biotechnology. Viral, prokaryotic, and eukaryotic systems examined. No lab. Prerequisites: BI 140, BI 141, BI 230 and BI 363; junior standing. Spring semester, odd years.	
<b>BI 399W Molecular Biology</b>	3
Contemporary molecular genetics: the organization, storage, retrieval and transfer of genetic information at the molecular level. Topics include the chemical and physical properties of nucleic acids, DNA replication, transcription, translation, mutagenesis, DNA repair, gene regulation and expression, techniques of experimental molecular biology and applications to biotechnology. Viral, prokaryotic, and eukaryotic systems examined. No lab. Prerequisites: BI 140, BI 141, BI 230 and BI 363; junior standing. Spring semester, odd years.	
<b>BI 400 Biological Research</b>	1-4
Individual student experimental-laboratory or field-research projects. Projects to be approved by department faculty. Prerequisite: BI 140, BI 141 and BI 230 and upper-division coursework in biology and other sciences pertinent to research project. Fall and spring semesters, Jan Term and summer.	
<b>BI 401 Seminar</b>	1
Presentation and discussion of results of literature and laboratory investigations of biological phenomena. Departmental sessions. Prerequisites: 12 credits of 300- or 400- level biology courses. Periodic offering.	
<b>BI 404 Neurophysiology</b>	3
Structural and functional aspects of the central nervous system of mammals. Basic neuroanatomy, nerve transmission, synaptic function and neuronal control mechanisms. Current research and contemporary topics related to central nervous system function will be investigated. Prerequisite: BI 140 and BI 141.	
<b>BI 404W Neurophysiology</b>	3
Writing intensive BI 404. Structural and functional aspects of the central nervous system of mammals. Basic neuroanatomy, nerve transmission, synaptic function and neuronal control mechanisms. Current research and contemporary topics related to central nervous system function will be investigated. Prerequisite: BI 140 and BI 141.	
<b>BI 409 Techniques in Cell &amp; Molecular Biology</b>	2
Techniques for the study of cells and subcellular components. Prerequisites: BI 140, BI 141 and BI 230. Fall semester.	
<b>BI 409L Lab: Techniques in Cell and Molecular</b>	0

### BI 412 Advanced Cell Biology

3

Cell ultrastructure and molecular aspects of cell function. Emphasis on structural and molecular organization of eukaryotic cells and organelles, the regulation and compartmentalization of metabolic activities, cell cycles and reproduction, cellular differentiation and cell interactions. No lab.

Prerequisites: BI 140, BI 141, BI 230, and junior standing. Fall semester, odd years.

### BI 412W Advanced Cell Biology

3

Cell ultrastructure and molecular aspects of cell function. Emphasis on structural and molecular organization of eukaryotic cells and organelles, the regulation and compartmentalization of metabolic activities, cell cycles and reproduction, cellular differentiation and cell interactions. No lab.

Prerequisites: BI 140, BI 141, BI 230, and junior standing. Fall semester, odd years.

### BI 486 Readings

1-4

### BI 490 Internship

1-4

### BI 491 Independent Study

1-5

### BI 495 Teaching Assistantship

1-4

### BI 497 Genetics

Methodical approach to the study of the principles of inheritance and the molecular basis of genetic variation. Topics include Mendelian inheritance, chromosomal inheritance, gene expression, and the molecular basis of genetic variation. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

### BI 498 Microbiology

Study of the characteristics, growth, and metabolism of microorganisms. Topics include bacterial, fungal, and protozoan microorganisms. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

### BI 499 Immunology

Study of the immune system and its response to antigens. Topics include the cellular and molecular basis of immunity, the development of the immune system, and the regulation of immune responses. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

### BI 500 Plant Physiology

Study of the physiological processes of plants. Topics include water and mineral nutrition, photosynthesis, and plant growth. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

### BI 501 Ecology

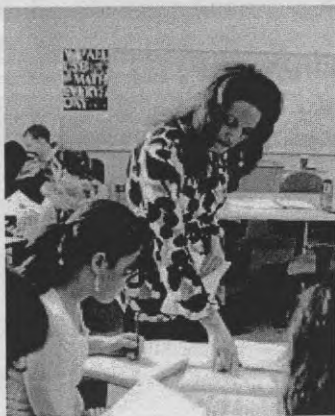
Study of the interactions between organisms and their environment. Topics include population ecology, community ecology, and ecosystem ecology. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

### BI 502 Evolution

Study of the processes of evolutionary change. Topics include the mechanisms of evolution, the history of life, and the relationships between organisms. Prerequisites: BI 140, BI 141, and BI 230. Fall semester.

# Business & Economics

The Whitworth School of Global Commerce & Management comprises the department of business & economics, the organizational management program for the adult learner seeking a baccalaureate degree, and the following graduate programs: the master in business administration (MBA), the MBA in international management (MBA in IM), and the master of international management (MIM).



The mission of the Whitworth Department of Business & Economics is to develop ethical global professionals.

The SGCM vision is to excel in academic excellence, rigor and scholarship in service to our students and community, in responsible resource stewardship, and in the promotion of global understanding and experience.

The learning outcomes of this major prepare students to do the following:

- understand the sources and uses of data and know how to evaluate and use data and other information;
- think and function independently as professionals, and, in particular, be able to foresee and solve problems;
- understand the legal, economic, business and organizational cultures and environment that frame graduates' professional work;
- communicate well, both within and across cultural and national barriers, and work effectively in teams of diverse individuals;
- begin to be able to integrate spiritual and ethical values with their chosen professional vocations.

**SGCM Residency Policy:** The Whitworth School of Global Commerce & Management requires that students complete at least 50 percent of all upper-division core business courses and at least 50 percent of their major requirement courses at Whitworth University.

## Organizational Management Degree-Completion Program

For course descriptions, see Whitworth School of Continuing Studies.

## Prerequisites for all Department of Economics & Business Majors and Minors

A grade of "C" or better is required for all prerequisites.

1. Prior to the sophomore year:



CS 125	Business Information Systems	3
One of the following:		4
MA 158	Calculus for Social Sciences	
MA 171	Calculus I	

2. Prior to, or during, the junior year:

MA 256	Elementary Probability and Statistics	3
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### Business Core Requirements (33)

BU 110	Introduction to Business and Management	3
or LS 250	Principles of Service and Leadership	
BU 218	Marketing	3
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 240	Business Law	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
BU 311	Principles of International Business	3
BU 357	Financial Management	3
BU 410	Business Policy	3
BU 450W	Social and Ethical Issues in Business And Economics	3

### Requirements for an Accounting Major, B.A. (57)

Business Core Requirements		33
BU 332	Cost Accounting	3
BU 333	Accounting Systems and Theory	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4
BU 336	Introduction to Taxation	4
BU 466W	Principles of Auditing	3
One of the following:		3
BU 431	Managerial/Cost Case Analysis	
BU 434	Advanced Accounting I	
BU 435	Governmental and Not-For-Profit Accounting	
BU 436	Advanced Taxation	
BU 320	Occupational Fraud & Abuse	

### Requirements for a Business Management Major, B.A. (51)

Business Core Requirements		33
BU 376	Global Operation/Supply Chain Management	3
BU 425	Organizational Behavior	3
BU 453W	Organizational Theory	3
BU 373	Human Resource Management	3
Two of the following:		6
BU 363W	Small Business Management	
BU 396	Topics in Business	
BU 402	International Management	
BU 405	Business Plan Preparation	

BU 406	Business Plan Competition
BU 490	Internship
BU 493	Entrepreneurial Development
LS 350	Transforming Leadership
LS 455	Chaos Theory, Leadership and Management

## Requirements for an Economics Major, B.A. (51)

Business Core Requirements		33
EC 320	Intermediate Microeconomic Analysis	3
EC 321W	Intermediate Macroeconomic Analysis	3
EC 416	International Trade and Finance	3
Three of the following:		9
EC 301	Money and Banking	
EC 345	Economics of Social Issues	
EC 365W	History of Economic Thought	
EC 402	Econometrics	
EC 425	Economic Development	
EC 470	Senior Thesis	
EC 396	Topics in Economics	
PO 353	International Political Economy	

## Requirements for an International Business Major, B.A. (55-60)

Business Core Requirements		33
Three of the following:		9
BU 345	Global Marketing	
BU 376	Global Operation/Supply Chain Management	
BU 402	International Management	
BU 473	International Human Resource Management	
EC 416	International Trade and Finance	
EC 425	Economic Development	
Two of the following:		6-7
PO 151	International Relations	
PO 240	Comparative Politics	
PO 353	International Political Economy	
SP 398	Intercultural Communication	
BU 403	Political Environments in Business	
LS 350	Transforming Leadership	

Complete an international study experience	1-3
- by participating in any one of the Whitworth's semester- or year-long study abroad programs;	
- by participating in one of Whitworth's Jan Term or other short-term study abroad programs;	
- by participating in summer international business internship program;	
- by completing an international internship work experience of at least 120 hours;	
- by other pre-approved international educational experiences or special arrangements at other institutions.	

Foreign Language Requirement	6-8
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To complete the degree, a student must either demonstrate or complete second-year proficiency in a second language; students who demonstrate second-year proficiency and who do not need any

further language courses may enroll in any other courses listed above or, with prior approval from their advisors, in other international-related courses from the Whitworth catalog to achieve at least 18 hours minimum coursework for the major.

*Note: The International Business Institute is a consortium of several Christian liberal arts colleges and universities, including Whitworth, which offers a 10-week summer program for senior-level students in Russia and Europe, providing 12 credits toward specific courses in the international business major. For more information, contact the Dean of the School of Global Commerce & Management.*

## Requirements for a Marketing Major, B.A. (54)

Business Core Requirements		33
BU 301	Consumer Behavior	3
BU 341	Customer Relationship and Channel Management	3
BU 348	Integrated Marketing Communication	3
BU 443	Product and Pricing Management	3
BU 448	Market Research and Metrics	3
BU 489	Marketing Planning and Implementation	3
One of the following:		3
BU 345	Global Marketing	
BU 444	eCommerce	
BU 490	Internship	
BU 496	Topics in Marketing	

## Requirements for an Accounting Minor (47)

Business Core Requirements		33
BU 332	Cost Accounting	3
BU 333	Accounting Systems and Theory	3
BU 334	Intermediate Accounting I	4
BU 335	Intermediate Accounting II	4

## Requirements for a General Business Minor (18)

(For non-economics & business department majors)		
BU 110	Introduction to Business and Management	3
or LS 250	Principles of Service and Leadership	
BU 230	Financial Accounting	3
EC 210	Principles of Microeconomics	3
BU 218	Marketing	3
BU 240	Business Law	3
BU 311	Principles of International Business	3

## Business Management Courses

### BU 110 Introduction to Business and Management

3

An overview of management issues in a global business environment: organizations, finance, marketing, accounting, entrepreneurship, economics, vocation planning, and socially responsible management. Fall and spring semesters.

### BU 191 Independent Study

1-4

<b>BU 196 Topics in Business Management</b>	1-3
Selected lower-division topics in business management. Periodic offering.	
<b>BU 218 Marketing</b>	3
Introduction to how organizations find, attract and retain customers via the use of the marketing mix in an increasingly competitive and global environment. Prerequisite: BU 110 and sophomore standing. Fall and spring semesters.	
<b>BU 220 Personal Financial Management</b>	3
Practical information in the handling of personal business affairs. Career planning; insurance (life, health, property); home-buying or renting; investing in stocks, bonds and real estate; estate planning. No prerequisite for lower division. Upper-division credit by permission. Periodic offering.	
<b>BU 230 Financial Accounting</b>	3
A study of the fundamental processes of accounting applied to services and merchandising proprietorships, partnerships and corporations. Analyzing, classifying and recording business transactions; preparation and analysis of financial statements. Prerequisites: BU 110 and either MA 108, 158 or 171. Fall and spring semesters.	
<b>BU 231 Managerial Accounting</b>	3
Introduction to ways in which management uses accounting information for planning, pricing and controlling and for many special decision-making situations. Prerequisites: BU 230 and either MA 108, 158 or 171. Fall and spring semesters.	
<b>BU 240 Business Law</b>	3
A consideration of the laws affecting business transactions. Introduction to law, court systems, torts, criminal law, sales and real property. Prerequisites: BU 110 and sophomore standing. Fall and spring semesters.	
<b>BU 248 Computerized Business Analysis</b>	3
Solutions to business problems using the computerized spreadsheet, elementary database and presentation software. Prerequisites: CS 110 or CS 125 and BU 230. Periodic offering.	
<b>BU 280 Field Studies</b>	1-4
<b>BU 290 Internship</b>	1-4
<b>BU 291 Independent Study</b>	1-4
<b>BU 301 Consumer Behavior</b>	3
A study of factors that influence the buying behavior of consumers. The relationship between understanding these variables in selected markets and an effective marketing effort will be emphasized. Prerequisite: BU 218. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.	
<b>BU 311 Principles of International Business</b>	3
Introduction to and survey of the complex business and economic issues in an international commercial environment. Includes exposure to global marketing, management, finance, economics and accounting issues, integration of cross-cultural communications, history, politics, religion, gender and equity issues, and culture around the globe. Prerequisites: BU 110, BU 218 and either EC 210 or EC 211. Must have departmental math requirement of MA 158 or MA 171 with a C or better. Fall and spring semesters.	

**BU 320 Occupational Fraud & Abuse**

3

In this course students will learn about the nature of fraud, its perpetrators and the compelling factors that lead to fraud. Students will evaluate various fraud schemes, prevention & detection methods, and the legal implications for companies and criminals. Prerequisite: BU 110. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic Jan Term offering.

**BU 332 Cost Accounting**

3

Emphasis on the mechanics and applications of accounting principles and concepts for planning, control and decision-making. Cost behavior, cost-volume-profit relationships, responsibility accounting, standard costing, budgeting, relevant costing for non-routine decisions, capital budgeting. Prerequisites: BU 230, BU 231 and junior standing. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.

**BU 333 Accounting Systems and Theory**

3

Foundations of accounting concepts and theories with emphasis on the role of information in decision making within and about organizations. Introduction to accounting systems controls and designs. Prerequisites: BU 230, BU 231 and CS 125. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester and periodic Jan Term.

**BU 334 Intermediate Accounting I**

4

Modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 230 and BU 231. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.

**BU 335 Intermediate Accounting II**

4

Second semester of modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores both US GAAP and IFRS guidelines. Prerequisites: BU 334. Spring semester. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.

**BU 336 Introduction to Taxation**

4

A study of the concepts involved in determination of federal income tax liability, preparation of tax returns. Individual tax problems, tax planning. Prerequisites: BU 230 and junior standing. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Fall semester.

**BU 341 Customer Relationship and Channel Management**

3

An examination of buyer-seller relations and the methods for distribution of products and services with the objective of developing high customer satisfaction and long-term customer relationships. Areas of focus will include the sales and sales support functions, and development of effective distribution channels. Prerequisite: BU 301. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.

**BU 345 Global Marketing**

3

A study of the issues facing marketers in the global arena and methods to reach selected international markets effectively. Prerequisite: BU 301. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.

**BU 348 Integrated Marketing Communication**

3

An in-depth study and application of the role, theory, tools, planning and management of integrated marketing communications. Students will explore communication with customers using various components of the promotional mix through multiple channels such as television, radio, print, direct marketing, outdoor and digital. Prerequisite: BU 301. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.



<b>BU 357 Financial Management</b>	3
Analysis of role of chief financial officer. Study of the tools of financial analysis and decision-making. Emphasis on management of revenues and expenses, assets and liabilities. Information about raising of capital from the sale of stocks and bonds. Prerequisites: BU 230, BU 231, EC 210, EC 211, and junior standing. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Fall and spring semesters.	
<b>BU 363W Small Business Management</b>	3
Comprehensive coverage of all the operational areas involved in selecting and getting a business started. Business plans, funding, and market analysis are included. Local resources to share opportunities and problems. Prerequisites: BU 230, EC 210 or EC 211, and junior standing. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.	
<b>BU 373 Human Resource Management</b>	3
Changes in our social and economic environment have resulted in changes in the management of an organization's human resources. This course is designed to provide a contemporary view of human resource management. Emphasis is placed on the basic functions of human resource management, i.e. planning, recruitment, selection, training, performance appraisal, compensation, and union/management relations. Prerequisite: BU 110. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Spring semester.	
<b>BU 374 Principles of Management</b>	3
A study of the theory and practice of management of organizations, with emphasis on strategy, structure, effective use of human resources, planning, organizing, integrating and controlling functions. Prerequisite: junior standing. Must have met departmental math requirement of MA 158 or MA 171 with a C or better. Periodic offering.	
<b>BU 376 Global Operation/Supply Chain Management</b>	3
Decision-making involving the management of all aspects of operations in both large-and medium-sized business organizations and in product and service companies. Study of the quantitative tools used in making these analyses and decisions. Prerequisites: MA 158 or MA 171 and MA 256 and BU 110 and junior standing.	
<b>BU 380 Field Studies</b>	1-4
<b>BU 381 International Business Abroad</b>	3
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth.	
<b>BU 390 Internship</b>	1-4
<b>BU 391 Independent Study</b>	1-4
<b>BU 395 Teaching Assistantship</b>	1-4
<b>BU 396 Topics in Business</b>	1-3
Selected upper-division topics in business management. Periodic offering.	
<b>BU 402 International Management</b>	3
Principles of management in the international environment. Strategic planning and decision-making in such areas as international marketing. Concepts of organizational design, leadership and control. Prerequisite: BU 311. Periodic offering.	

**BU 403 Political Environments in Business**

3

Introduction to important conceptual and practical approaches to political risk assessment. Studies in government policies affecting business investment and development. Examination of political institutions; patterns of government interaction with business, leadership and risk management. Prerequisite: junior standing. Periodic offering.

**BU 405 Business Plan Preparation**

3

The course will provide an in-depth study of the business plan, its production and importance in today's business environment. The student will work in a team with faculty and outside mentor support to develop a plan that could be entered into the regional competition. An important goal of the course is to provide the student with the understanding of the relationship between theory and actual business operations as they develop and present their plan. Fall semester.

**BU 406 Business Plan Competition**

3

The course will provide an in-depth study of the business plan, its production and importance in today's business environment. The student will work in a team with faculty and outside mentor support to develop a plan that could be entered into the regional competition. An important goal of the course is to provide the student with the understanding of the relationship between theory and actual business operations as they develop and present their plan. Spring semester.

**BU 410 Business Policy**

3

Capstone course for business majors, integrating the functions of marketing, operations and finance from the strategic vantage point of the general manager. Case studies. Prerequisites: BU 218, BU 311, BU 357, and senior standing. Fall and spring semesters.

**BU 420 Personal Financial Management**

3

Practical information in the handling of personal business affairs. Career planning; insurance (life, health, property); home-buying or renting; investing in stocks, bonds and real estate; estate planning. No prerequisites for lower division. Upper-division credit by permission. Periodic offering.

**BU 425 Organizational Behavior**

3

A general descriptive and analytical study of organizations from the behavioral science perspective. Problems of motivation, leadership, morale, social structure, groups, communications, hierarchy and control in complex organizations. Interaction among technology, environment and human behavior. Alternate theoretical models. Fall semester.

**BU 431 Managerial/Cost Case Analysis**

3

In-depth study of cost data for planning and control through the use of case studies. Includes value of information theory systems design and decision models relating to control of costs. Prerequisite: BU 332. Periodic offering.

**BU 434 Advanced Accounting I**

3

Emphasis on intercorporate investments and preparation of consolidated financial statements. Introduction to advanced topics and current problems in financial accounting, partnership accounting, reporting theory and practice, including foreign currency transactions. Prerequisites: BU 334 and BU 335. Periodic fall semester.

**BU 435 Governmental and Not-For-Profit Accounting**

3

A study of accounting and financial reporting standards for governmental and not-for-profit organizations. Prerequisites: BU 335. Periodic fall semester.

**BU 436 Advanced Taxation**

3

A continuing study of the concepts involved in determination of federal income tax liability and preparation of tax returns. Partnership and corporate tax problems, tax planning, introduction to tax research included. Prerequisite: BU 336. Periodic spring semesters.

<b>BU 440 Advanced Business Law</b>	3
A continuing study of the laws affecting business transactions. Introduction to commercial transactions including the Uniform Commercial Code, various advanced topics such as environmental, computer, employee and international laws. Useful for accounting majors. Prerequisite: BU 240. Periodic offering.	
<b>BU 443 Product and Pricing Management</b>	3
A study of the decisions related to products and services, including branding, new product development, product improvements and product assortment, and issues/methods related to developing effective prices, policies and tactics. Prerequisite: BU 301. Periodic offering.	
<b>BU 444 eCommerce</b>	3
An examination of the buying/selling/distribution of products, services and information via digital technologies. Students will gain understanding of retail/organizational web site design issues, online consumer behavior, online customer service, and online order and fulfillment. Prerequisite: BU 301. Periodic offering.	
<b>BU 448 Market Research and Metrics</b>	3
A study of contemporary methods of gathering, analyzing and interpreting marketing information and how such information can be used in organizational decision-making. Prerequisites: BU 301 and MA 256. Periodic offering.	
<b>BU 450W Social and Ethical Issues in Business And Economics</b>	3
Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Also listed as EC 450W. Fall and spring semesters.	
<b>BU 453W Organizational Theory</b>	3
Course examines organizational theory, development and change from several perspectives. Explores leadership and development of organizational strategies and objective setting. Prerequisite: BU 425. Spring semester.	
<b>BU 455 Chaos Theory, Leadership and Management</b>	3
A capstone course in leadership theory. Application of theory and practice to personal philosophy of leadership and how that applies to future vocational objectives. Translation of theory into practice through a major course proposal. Project. Periodic offering.	
<b>BU 466W Principles of Auditing</b>	3
Standards, objectives and ethics for auditors in public accounting. Reporting standards, internal control, evidence and statistical sampling. Prerequisite: BU 334. Spring semester.	
<b>BU 473 International Human Resource Management</b>	3
Emphasis on comprehensive case analysis, presentation of special related topics and use of computer-assisted cases. Current issues covered in presentations by professionals in the field. Periodic offering.	
<b>BU 480 Field Studies</b>	1-4
<b>BU 489 Marketing Planning and Implementation</b>	3
An integrative experience that allows students to understand the relationships between various aspects of marketing and other functional areas of business. Students will study the development of comprehensive marketing plans. Prerequisites: senior standing and completion of at least three of the following: BU 310, BU 341, BU 345, BU 348, BU 443, BU 444, BU 448, BU 496, or JMC 244. Spring semester.	

<b>BU 490 Internship</b>	1-12
See information on Directed Studies page.	
<b>BU 491 Independent Study</b>	1-4
<b>BU 493 Entrepreneurial Development</b>	3
A practical hands-on consulting experience whereby students work with local entrepreneurs in developing business plans and competing for sustainable financing of a small business. Requires completion of business core except BU 410. Periodic offering.	
<b>BU 495 Teaching Assistantship</b>	1-4
<b>BU 496 Topics in Marketing</b>	1-4
An examination of relevant and timely marketing subjects not covered in other marketing classes. May be repeated if the topics are different. Prerequisite: BU 301. Selected upper-division topics in marketing. Periodic offering.	

## Economics Courses

<b>EC 191 Independent Study</b>	1-4
<b>EC 196 Topics in Economics</b>	1-3
Selected lower-division topics in economics. Periodic offering.	
<b>EC 210 Principles of Microeconomics</b>	3
Economics of the consumer and the firm; principles of market supply and demand and the determination of prices; analysis of competitive, monopolistic and oligopolistic markets; labor and other resource-input markets. Prerequisites: MA 158 or MA 171. Fall and spring semesters.	
<b>EC 211 Principles of Macroeconomics</b>	3
Examination of problems of unemployment, inflation, productivity, and economic growth; measurement of national income; Keynesian and classical theories of national income determination; fiscal and monetary policies and their implications; international economics. Prerequisite: MA 158 or MA 171. Fall and spring semesters.	
<b>EC 245 Economics of Social Issues</b>	3
Economic thinking about social problems such as population growth, price controls, poverty, higher education, energy, crime, pollution, consumerism, health care, social and economic inequality, unemployment, inflation, taxation and the public debt. Periodic Jan Term offering.	
<b>EC 280 Field Studies</b>	1-4
<b>EC 290 Internship</b>	1-4
<b>EC 291 Independent Study</b>	1-4
<b>EC 301 Money and Banking</b>	3
Nature, function and regulation of money and credit. Review of the financial institutions that control domestic and international monetary policy. Prerequisites: BU 230, EC 210, and EC 211. Periodic offering.	
<b>EC 320 Intermediate Microeconomic Analysis</b>	3
Theory of consumer and producer behavior; determination of price under various market structures; resource allocation and income distribution; general equilibrium analysis; application of economic principles to social problems. Prerequisites: EC 210 and EC 211. Fall semester.	

<b>EC 321W Intermediate Macroeconomic Analysis</b>	3
Analysis of Keynesian, classical and other models of national income determination; fiscal and monetary policy; evaluation of the impact of international trade and capital flows on national income; theories of economic growth; macroeconomic history of the U.S. Prerequisites: EC 210 and EC 211. Spring semester.	
<b>EC 365W History of Economic Thought</b>	3
Origins and development of economic thought from the early Greeks through the scholastics and mercantilists; emphasis on classical economics and criticisms of it; neoclassical theory. Also includes an overview of economic history of Europe, U.S.A., and Japan. Prerequisites: EC 210 and EC 211, or by permission. Periodic offering.	
<b>EC 380 Field Studies</b>	1-4
<b>EC 381 International Business Abroad</b>	3
Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth.	
<b>EC 390 Internship</b>	1-4
<b>EC 391 Independent Study</b>	1-4
<b>EC 395 Teaching Assistantship</b>	1-4
<b>EC 396 Topics in Economics</b>	1-3
Selected upper-division topics in economics. Periodic offering.	
<b>EC 402 Econometrics</b>	3
Application of statistical modeling to empirical work in economics. A mixture of theory and applied computer work. Primary focus is regression analysis. Prerequisites: EC 210, EC 211 and MA 256. Periodic offering.	
<b>EC 416 International Trade and Finance</b>	3
Classical and modern theories of international trade; analysis of tariffs and other trade restrictions; balance of payments; foreign exchange-rate determination; relationship between national income and balance of payments; applications to current issues in international economics. Prerequisites: EC 210 and EC 211. Fall semester.	
<b>EC 425 Economic Development</b>	3
Theories of economic growth and development focusing on the Third World; measurement of economic development; roles of economic systems, culture, resources, human capital, technology, foreign trade, foreign aid, foreign investment; economic appraisal methodology. Prerequisites: EC 210 and EC 211. Periodic offering.	
<b>EC 450W Social and Ethical Issues in Business And Economics</b>	3
Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local business, government and union leaders. Also listed as BU 450W. Fall and spring semesters.	
<b>EC 470 Senior Thesis</b>	3
Taught as a tutorial. Preparation of research in an area of the student's interest.	



EC 480 Field Studies

EC 490 Internship

EC 491 Independent Study

EC 495 Teaching Assistantship

1-4

1-4

1-4

1-4

Business & Economics

EC 393 Topics in Marketing

EC 393 Topics in Marketing

EC 393 Topics in Marketing

EC 393 Topics in Marketing

EC 396 Topics in Economics

EC 396 Topics in Economics

EC 396 Topics in Economics

EC 396 Topics in Economics

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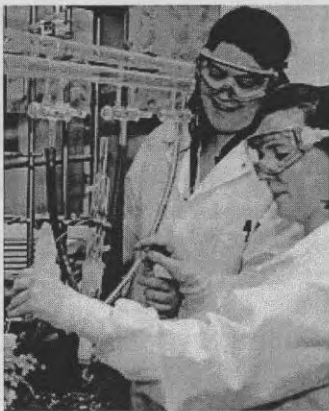
EC 396 Topics in Economics

EC 396 Topics in Economics

EC 396 Topics in Economics

# Chemistry

The Whitworth Chemistry Department strives to develop confident, well-prepared students who are able to contribute to the world community on issues relating to modern chemistry. Our students are expected to develop strong oral and written communication skills, to engage in critical thinking, to develop excellent laboratory skills, to work on independent research, and to prepare for vocations in industrial, academic and professional areas.



The learning outcomes of this major prepare the student to:

- understand the development of chemical theory and apply current chemical content to solving problems;
- communicate scientific issues in writing;
- communicate scientific issues orally;
- use and critically analyze the chemical literature;
- know and use standard lab techniques;
- apply independent research skills learned through research experiences and/or independent projects within courses.

## Requirements for a Chemistry Major, B.A. (47)

One of the following:		3
CH 161	General Chemistry I	
CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Survey of Chemical Literature	1
One of the following:		1
CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	
One of the following:		1

CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	
Approved upper-division chemistry electives *		12
*One writing-intensive course and at least 2 credits of lab required		
(No more than two credits of internship and two credits of teaching assistantship)		
MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
For teacher certification, the following courses are required:		
CH 335W	Analytical Chemistry (3)	
CH 335L	Analytical Chemistry Lab (1)	
MA 256	Elementary Probability and Statistics (3)	
EDU 455	Science in Secondary School (2)	

(All endorsements subject to change; see School of Education for updated requirements.)

## Requirements for a Chemistry Major, B.S. (65)

One of the following:		3
CH 161	General Chemistry I	
CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 335W	Analytical Chemistry	3
CH 335L	Analytical Chemistry Lab	1
CH 336	Spectroscopic Analysis	3
CH 336L	Spectroscopic Analysis Lab	1
CH 351	Inorganic Chemistry	3
CH 351L	Inorganic Chemistry Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 421W	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
CH 423	Quantum Chemistry	3
CH 423L	Quantum Chemistry Lab	1
CH 315	Survey of Chemical Literature	1
CH 496L	Research in Chemistry	1
CH 497	Dissemination of Chemistry Research	1
One of the following:		1
CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	
One of the following:		1
CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	

MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
One of the following:		4
MA 273	Calculus III	
PS 251W	General Physics III	
For teacher certification, the following additional courses are required		
MA 256	Elementary Probability and Statistics (3)	
EDU 455	Science in Secondary School (2)	

All endorsements subject to change; see School of Education for updated requirements.

## Requirements for a Chemistry Major B.S. with a Track in either Biochemistry or Physical Chemistry

Each track requires the following foundational courses		37
One of the following		3
CH 161	General Chemistry I	
CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 315	Survey of Chemical Literature	1
CH 496L	Research in Chemistry	1
CH 497	Dissemination of Chemistry Research	1
One of the following		1
CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	
One of the following		1
CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	
MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1

## Biochemistry Track (67-68)

Foundational courses		37
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403W	Biochemistry II	3
CH 421W	Thermochemistry	3

CH 421L	Thermochemistry Lab	1
Two of the following		8
CH 335W	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	
CH 423	Quantum Chemistry (plus lab)	
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
One of the following		3-4
BI 347	Microbial Physiology	
BI 354	Developmental Biology	
BI 363	Genetics	
BI 404	Neurophysiology	
BI 412	Advanced Cell Biology	

## Physical Chemistry Track (67-69)

Foundational courses		37
CH 421W	Thermochemistry	3
CH 421L	Thermochemistry Lab	1
CH 423	Quantum Chemistry	3
CH 423L	Quantum Chemistry Lab	1
Two of the following		8
CH 335W	Analytical Chemistry (plus lab)	
CH 336	Spectroscopic Analysis (plus lab)	
CH 351	Inorganic Chemistry (plus lab)	
MA 273	Calculus III	4
PS 251W	General Physics III	4
Approved upper-division math or physics courses		6-8

## Requirements for a Chemistry Minor (20)

CH 161	General Chemistry I	3
or CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
Approved upper-division chemistry electives		8

## Requirements for a Chemistry Minor for Endorsement\* (37)

CH 161	General Chemistry I	3
or CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1



CH 335W	Analytical Chemistry	3
CH 335L	Analytical Chemistry Lab	1
PS 151	General Physics I **	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II **	3
PS 153L	General Physics II Lab	1
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
EDU 455	Science in Secondary School	2

\* All endorsements subject to change; see School of Education for updated requirements.

\*\* Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics\* (32)

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
or CH 162	Honors General Chemistry I	
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
PS 151	General Physics I **	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II **	3
PS 153L	General Physics II Lab	1
PS 141	Introduction to Astronomy	4
One of the following		4
GL 131	Understanding Earth	
GL 139	Environmental Geology	
NS 101	Earth and Sky	

\* All endorsements subject to change; see School of Education for updated requirements.

\*\* Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Courses

### CH 101 Introduction to Chemistry 3

An exploration of fundamental concepts in chemistry for nursing majors and other selected allied health fields. Recommended for science majors whose chemistry background is not adequate for initial placement in CH 161. Fall semester.

### CH 101L Introduction to Chemistry Lab 1

Basic laboratory practices, titration, radioisotope measurement, simple synthesis. Corequisite: concurrent enrollment in CH 101. Fall semester.

- CH 102 Bioorganic Chemistry** 3  
Fundamentals of organic chemistry and biochemistry for nursing students. Organic structure, isomerism, nomenclature. Properties and reactions of lipids, carbohydrates, proteins. Prerequisite: CH 101 or CH 161. Spring semester.
- CH 102L Bioorganic Chemistry Lab** 1  
Simple quantitative analysis, separation techniques, enzyme studies. Corequisite: concurrent enrollment in CH 102. Spring semester.
- CH 111 Green Chemistry** 3  
The focus will be on environmentally friendly chemistry (green chemistry) applied to the design, development, and implementation of chemical processes and products that are not harmful to humans or the environment. Basic math and algebra skills will be used. For non-majors. Periodic Jan Term offering.
- CH 112 Chemistry and Health** 3  
Applications of chemical principles to concepts of health and disease. Overview of chemistry discoveries and their contributions to understanding current health issues. For non-majors. Periodic Jan Term offering.
- CH 120H Chemistry in Art** 3  
Chemistry applied to understanding art media, color, and form as well as art appreciation, history, analysis, and conservation. Explore chemistry concepts through arts & crafts projects. Appropriate for non-science students. No pre-requisites. Meets honors course criteria. Periodic Jan Term offering.
- CH 122 Chemistry in Modern Living** 3  
Overview of current chemical issues, for the non-science student. Topics may include air pollution, global warming, ozone layer, acid rain, nuclear energy, solar energy, plastics, nutrition and/or pharmaceutical drugs. Basic math and algebra skills will be used. For non-majors. Periodic Jan Term offering.
- CH 161 General Chemistry I** 3  
Foundational course in chemistry. Treatment of measurement concepts, atomic and molecular theories, chemical reactions, chemical bonding, basic calculations. Prerequisite: one year of high school chemistry and demonstrated mathematics proficiency. Students without this prerequisite must take CH 101 before electing CH 161. Fall semester.
- CH 161L General Chemistry I Lab** 1  
Basic laboratory techniques, simple synthesis, titration, qualitative analysis. Prerequisite: CH 161, CH 162, or concurrent enrollment. Fall semester.
- CH 162 Honors General Chemistry I** 3  
An advanced treatment of topics covered in CH 161, with emphasis on environmental applications. Fall semester.
- CH 181 General Chemistry II** 3  
Properties of solutions, introduction to kinetics, acid-base concepts, equilibrium, nuclear radioactivity, electrochemistry, and thermochemistry. Prerequisite: CH 161 or CH 162. Spring semester.
- CH 181L General Chemistry II Lab** 1  
Titrations, equilibrium constant determination, reaction kinetics, electrochemical studies. Prerequisites: CH 161L and concurrent enrollment in CH 181. Spring semester.
- CH 191 Independent Study** 1-4  
See information on Directed Studies page.

<b>CH 196 Topics in Chemistry</b>	1-3
Selected lower-division topics in chemistry. Periodic offering.	
<b>CH 225 Community Chemistry Outreach</b>	1
Promotion of science education through service-learning opportunities in the community, such as the presentation of fun chemistry experiments/demos as part of departmental outreach efforts to local K-12 students. Prerequisite: CH 101 or CH 161. Periodic Jan Term offering.	
<b>CH 271 Organic Chemistry I</b>	3
Detailed treatment of basic organic chemistry concepts. Nomenclature, conformational and structural analysis, basic reaction mechanisms. Prerequisite: CH 181. Fall semester.	
<b>CH 271L Organic Chemistry I Lab</b>	1
Preparation, purification and identification of organic compounds. An introduction to organic synthesis. Prerequisites: CH 181L and concurrent enrollment in CH 271. Fall semester.	
<b>CH 278 Organic Chemistry II</b>	3
Reactions of organic molecules, mechanisms of reactions, and how such reactions may be employed in the synthesis of new compounds. Prerequisite: CH 271. Spring semester.	
<b>CH 278L Organic Chemistry II Lab</b>	1
Synthetic techniques for organic compounds, design of multi-step synthesis, introduction to chemical literature, and spectroscopy. Prerequisites: CH 271L and concurrent enrollment in CH 278. Spring semester.	
<b>CH 280 Field Studies</b>	1-4
See information on Directed Studies page.	
<b>CH 290 Internship</b>	1-4
See information on Directed Studies page.	
<b>CH 291 Independent Study</b>	1-4
See information on Directed Studies page.	
<b>CH 315 Survey of Chemical Literature</b>	1
An examination of current scientific literature. Students will gain skills in searching, reading and analyzing chemical literature. The course should be taken in the fall semester of junior year. Prerequisite: CH 278. Fall semester.	
<b>CH 335W Analytical Chemistry</b>	3
Approaches to analyte separation and quantification including sampling, quality control, basic statistics, advanced treatment of equilibrium and electrochemistry, spectroscopic instrumentation, and chromatography. Prerequisites: CH 181 and CH 271 (CH 278 suggested). Fall semester, odd years.	
<b>CH 335L Analytical Chemistry Lab</b>	1
Statistical analysis of data, separation techniques, use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 335W. Fall semester, odd years.	
<b>CH 336 Spectroscopic Analysis</b>	3
Advanced treatment of the most common spectroscopic techniques including UV-Vis, IR, NMR, and GC-MS. Prerequisites: CH 181 and CH 278. Spring semester, even years.	
<b>CH 336L Spectroscopic Analysis Lab</b>	1
Use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 336. Spring semester, even years.	

- CH 351 Inorganic Chemistry** 3  
Bonding, crystal-field theory, coordination compounds, organometallics, symmetry, group theory and descriptive inorganic chemistry. Prerequisites: CH 181 and MA 171. Spring semester, even years.
- CH 351W Inorganic Chemistry** 3  
A study of the elements (especially metals) and their compounds. Bonding, crystal field theory, coordination compounds, organometallics, symmetry, group theory, and descriptive inorganic chemistry. Prerequisites: CH 181 and MA 171. Spring semester, even years.
- CH 351L Inorganic Chemistry Lab** 1  
Approaches to synthesis of inorganic compounds. Prerequisite: concurrent enrollment in CH 351. Spring semester, even years.
- CH 380 Field Studies** 1-4  
See information on Directed Studies page.
- CH 381 Chemistry Seminar** 1  
Discussion of current chemical topics. Listen to and discuss student presentations, guest lectures; attend local scientific meetings. Fall and spring semesters.
- CH 383 Chemistry Seminar** 1  
Discussion of current chemical topics. Listen to and discuss student presentations, guest lectures; attend local scientific meetings. Fall and spring semesters.
- CH 386 Readings** 1-4  
See information on Directed Studies page.
- CH 390 Internship** 1-4  
See information on Directed Studies page.
- CH 395 Teaching Assistantship** 1-4  
See information on Directed Studies page.
- CH 396 Topics in Chemistry** 1-3  
Selected upper-division topics in chemistry. Periodic offering.
- CH 401 Biochemistry I** 3  
Structure and function of major classes of biomolecules. Overview of enzyme catalysis and kinetics. Prerequisites: CH 271 and CH 278. Fall semester.
- CH 401L Biochemistry I Lab** 1  
Separations, assays and kinetic studies in biochemical systems. Primary focus is on amino acids, peptides, and protein enzymes. Prerequisites: CH 271L and CH 401. Spring semester.
- CH 403 Biochemistry II** 3  
Metabolic pathways and biochemical energy conversions. Overview of gene transcription, translation, and cellular controls. Prerequisite: CH 401. Spring semester, odd years.
- CH 403W Biochemistry II** 3  
Metabolic pathways and biochemical energy conversions. Overview of gene transcription, translation, and cellular controls. Prerequisite: CH 401. Spring semester, odd years.

<b>CH 421 Thermochemistry</b>	<b>3</b>
Kinetics, thermodynamics, liquids and solids, changes of state, phase diagrams. Prerequisites: CH 181, PS 153, and MA 172. Fall semester, even years.	
<b>CH 421W Thermochemistry</b>	<b>3</b>
Kinetics, thermodynamics, liquids and solids, changes of state, phase diagrams. Prerequisites: CH 181, PS 153 and MA 172.	
<b>CH 421L Thermochemistry Lab</b>	<b>1</b>
Energetic, kinetic and thermodynamic studies. Primary focus is on phase transitions, mixtures, and gases. Prerequisite: concurrent enrollment in CH 421W. Fall semester, even years.	
<b>CH 423 Quantum Chemistry</b>	<b>3</b>
Basic quantum mechanical theories, and its application to lasers, magnetism, molecular structure, and vibrational and electronic spectroscopy. Prerequisites: CH 181, PS 153 and MA 172. Spring semester, odd years.	
<b>CH 423W Quantum Chemistry</b>	<b>3</b>
Basic quantum mechanical theories, and its application to lasers, magnetism, molecular structure, and vibrational and electronic spectroscopy. Prerequisites: CH 181, PS 153 and MA 172. Spring semester, odd years.	
<b>CH 423L Quantum Chemistry Lab</b>	<b>1</b>
Infrared and electronic spectroscopy, laser spectroscopy and computer modeling of quantum chemistry problems. Prerequisite: concurrent enrollment in CH 423W. Spring semester, odd years.	
<b>CH 480 Field Studies</b>	<b>1-4</b>
See information on Directed Studies page.	
<b>CH 481 Chemistry Seminar</b>	<b>1</b>
Discussion of current chemical topics. Student presentations, guest lectures; attend local scientific meetings. Oral scientific presentation required. Fall and spring semesters.	
<b>CH 483 Chemistry Seminar</b>	<b>1</b>
Discussion of current chemical topics. Student presentations, guest lectures; attend local scientific meetings. Oral scientific presentation required. Fall and spring semesters.	
<b>CH 486 Readings</b>	<b>1-4</b>
See information on Directed Studies page.	
<b>CH 490 Internship</b>	<b>1-4</b>
<b>CH 491 Independent Study</b>	<b>1-4</b>
See information on Directed Studies page.	
<b>CH 493 Literature Preparation for Research</b>	<b>1</b>
This course should be taken during the term preceding the one in which the student plans to carry out a research project. After selecting a research project with a faculty member, the student will perform a literature search and initiate ordering of any necessary chemical supplies and/or equipment needed to perform the research. By permission.	
<b>CH 494 Research in Chemistry</b>	<b>2</b>
Student pursuit of a laboratory problem of fundamental interest, under direct guidance of a faculty member. At the conclusion of the research, students will be required to submit their notebook for evaluation, write a paper and undertake one of the following: make a poster display, present a seminar on the research findings, or to create a computer web site of their research. By permission.	



**CH 496 Off-campus Research in Chemistry**

3-4

Students may perform a research project at an off-campus facility such as another university, an industry site or a national laboratory. Forty hours of research experience are expected to be completed for each semester-credit granted. Thus, 120 hours of research work must be performed in order to earn three credits. During the semester in which the student returns to campus, he or she will be evaluated based on faculty conversations with the student's field supervisor. The student will also be expected to write a paper, and to undertake one of the following: present a seminar on the research findings, create a poster display, or create a website on the research. This course can be taken only with prior faculty approval.

**CH 496L Research in Chemistry**

1

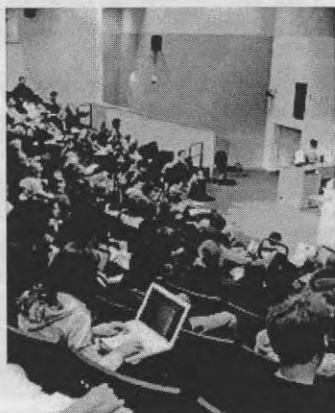
Student pursuit of a laboratory problem of fundamental interest to chemistry. Students may complete the laboratory research on campus, under direct guidance of a faculty member or off campus at another university, an industry site or a national laboratory. By permission. Prerequisite: CH 315. Jan Term.

**CH 497 Dissemination of Chemistry Research**

1

Research performed on campus or off-campus will be shared with others. Students are expected to complete a research paper and give a presentation to a conference audience. The course should be taken in the Spring semester after completion of chemistry research. By permission. Prerequisite: CH 496L. Spring semester.

# Communication Studies



The Whitworth Communication Studies Department provides students with the theories and skills necessary for effective communication in diverse contexts. Working within the tradition of the liberal arts, the department introduces students to theoretical, historical and philosophical assumptions fundamental to communication scholarship and practice.

The learning outcomes of this major prepare the student to:

- be aware of the relationships between the theory and practice of journalism or speech communication and the student's faith or worldview;
- demonstrate writing skills required to excel in an entry-level communications-related job and/or in graduate school;
- demonstrate public-speaking and presentation skills required to excel in an entry-level communications-related job and/or in graduate school;
- demonstrate interpersonal skills required to excel in job, family and other contexts;
- demonstrate critical-thinking skills required to excel in the intellectual, professional and personal dimensions of life;
- demonstrate skills necessary to make and defend sound ethical decisions;
- demonstrate ability to work cooperatively;
- demonstrate appropriate knowledge of, and proficiency with, communication technology;
- understand the history and theory of the disciplines of journalism and mass communication or speech communication;
- understand legal and philosophical principles underlying freedom of expression;
- apply communication skills in cross-cultural settings;
- experience a communications internship that clarifies the student's career goals and provides practical preparation for the student's career.

The Whitworth Communication Studies Department offers a major and a minor in each of three areas: communication, journalism and mass communication, and speech communication.

## Requirements for a Communication Major, B.A. (45-47)

JMC 125	Writing for Mass Media	3
JMC 209	Introduction to Communication Research	3
or SP 209	Introduction to Communication Research	

JMC 212	Theories of Human Communication	3
or SP 212	Theories of Human Communication	
SP 113	Interpersonal Communication	3
SP 210	Introduction to Public Speaking	3
JMC 335	Interactive Journalism	3
One writing course:		3
JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
One professional skills course:		3-4
JMC 244	Publicity and Public Relations	
JMC 336	Introduction to Television Broadcasting	
JMC 343	Editing, Layout and Design	
One speech course:		3-4
SP 223	Small Group Communication	
SP 323	Organizational Communication	
SP 362	Argumentation and Debate	
SP 398	Intercultural Communication	
SP 410	Advanced Public Speaking	
SP 415	Persuasion	
One history course:		3
JMC 347	Mass Media History	
SP 347W	History and Theory of Rhetoric	
One freedoms course:		3
JMC 402	Mass Media Law	
SP 402	Freedom and Responsibility of Speech	
One ethics course:		3
JMC 493	Communication Ethics	
SP 493	Communication Ethics	
One of the following		3
JMC 490	Internship	
SP 490	Internship	
Six semester credits of departmental electives (excluding JMC 245, 246, 247, 445, 446, 447)		6

## Requirements for a Journalism and Mass Communication Major, B.A. (42-43)

JMC 125	Writing for Mass Media	3
JMC 209	Introduction to Communication Research	3
JMC 212	Theories of Human Communication	3
JMC 335	Interactive Journalism	3
JMC 347	Mass Media History	3
JMC 402	Mass Media Law	3
JMC 493	Communication Ethics	3
SP 113	Interpersonal Communication	3
Complete one internship:		3
JMC 490	Internship	
One professional skills course:		3-4
JMC 244	Publicity and Public Relations	
JMC 336	Introduction to Television Broadcasting	
JMC 343	Editing, Layout and Design	
One writing course:		3

JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
Upper-division journalism elective (excluding JMC 445, 446, 447 )		3
Two departmental electives (excluding JMC 245, 246, 247, 445, 446, 447)		6

### Requirements for a Speech Communication Major, B.A. (43)

SP 113	Interpersonal Communication	3
SP 209	Introduction to Communication Research	3
SP 210	Introduction to Public Speaking	3
SP 212	Theories of Human Communication	3
SP 223	Small Group Communication	4
SP 347W	History and Theory of Rhetoric	3
SP 402	Freedom and Responsibility of Speech	3
SP 493	Communication Ethics	3
JMC 125	Writing for Mass Media	3
Complete one internship:		3
SP 490	Internship	
Upper-division speech electives		6
Two departmental electives (excluding JMC 245, 246, 247, 445, 446, 447)		6

### Requirements for a Communication Minor (15)

JMC 125	Writing for Mass Media	3
SP 113	Interpersonal Communication	3
JMC 212	Theories of Human Communication	3
or SP 212	Theories of Human Communication	
JMC 493	Communication Ethics	3
or SP 493	Communication Ethics	
One approved upper-division course		3

### Requirements for a Journalism and Mass Communication Minor (16)

JMC 125	Writing for Mass Media	3
JMC 325W	Reporting for Mass Media	3
JMC 343	Editing, Layout and Design	4
JMC 493	Communication Ethics	3
One approved journalism course		3

### Requirements for a Speech Communication Minor (15)

SP 113	Interpersonal Communication	3
SP 210	Introduction to Public Speaking	3
SP 212	Theories of Human Communication	3
SP 493	Communication Ethics	3
One approved upper-division speech communication course		3

### Requirements for a Visual Communication Minor (19)

JMC 125	Writing for Mass Media	3
JMC 343	Editing, Layout and Design	4

AR 120	2-D Design	3
AR 124	Introduction to Photoshop	3
Two of the following:		6
AR 324	Digital Imaging I	
AR 326	Web Design I	
AR 424	Digital Imaging II	
CS 302	Multimedia Applications Development	
JMC 315	Media Criticism	
SP 212	Theories of Human Communication	

## Journalism and Mass Communication Courses

### JMC 125 Writing for Mass Media

3

News values; creativity and structure in news writing; journalistic style and format; accuracy, clarity and conciseness in writing; basic reporting and research skills, interviewing, listening, and observing. Fall and spring semesters.

### JMC 196 Topics in Journalism

1-3

Selected lower-division topics in journalism. Periodic offering.

### JMC 209 Introduction to Communication Research

3

Introduction to communication studies research methods and tools, including traditional and electronic resources. Students will develop scholarly writing and argumentation skills. Fall and spring semesters.

### JMC 212 Theories of Human Communication

3

A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Fall and spring semesters.

### JMC 231 Photojournalism

3

Introduction to photojournalism and the photographic and visual skills needed to create a compelling news image. Students shoot and critique documentary-style photographs and begin to develop a professional portfolio that includes news, feature, sports, portrait and picture stories. Fee. Fall semester.

### JMC 244 Publicity and Public Relations

3

Role and effect of publicity and public relations in the United States. Public relations process, public-opinion polling, development, evaluation of public relations programs. Prerequisite: JMC 125. Fall and spring semesters.

### JMC 245 Applied Journalism: Newspaper

1

Staff work on university newspaper. May be repeated for credit. Fall and spring semesters.

### JMC 246 Applied Journalism: Radio

1

Staff work on university radio station. May be repeated for credit. Fall and spring semesters.

### JMC 247 Applied Journalism: Yearbook

1

Staff work on university yearbook. May be repeated for credit. Fall and spring semesters.

### JMC 280 Field Studies

1-3



**JMC 310W Professional Communication:****Writing**

Against the backdrop of general communication theory, enhance your writing skills and apply them to documents and projects common in the world of work - news releases, brochures, reports, newsletters, correspondence, and others. Offered through Continuing Studies. Periodic offering.

**JMC 315 Media Criticism**

Analysis of messages from primary mass media sources including print and broadcast news, Internet, entertainment and advertising. Course uses various tools to examine how messages are used by media producers and audiences to create meaning. Spring semester.

**JMC 325W Reporting for Mass Media**

News-gathering techniques and strategies, including direct observation, participant observation and interviewing; using public records and documents, libraries and statistics; dealing with sources; polls and surveys. Prerequisite: JMC 125. Spring semester.

**JMC 335 Interactive Journalism**

Students will gain skills in multi-media journalism, combining experiences in audio, video, and Internet reporting and storytelling. Students will produce multi-media story packages and gain a grounding in new media theory. Fee. Spring semester.

**JMC 336 Introduction to Television  
Broadcasting**

On-air aspects of television broadcast journalism. Introduction to using studio and field video equipment including lighting and sound. Basic news writing and production. Production of audition video that may be used for job applications. Prerequisite: JMC 125. Fee. Fall semester.

**JMC 337 Advanced Television Production**

Mastery of advanced field production, including shooting, editing, script-writing, camera and lens operation, graphics, and basic animation is accomplished while creating a professional product for a client. Fee. Prerequisite: JMC 336. Periodic offering.

**JMC 339 Digital Storytelling**

Explores theory and practice of digital, multi-modal writing and storytelling. Students will analyze and create digital stories using freely available tools for capturing, editing, and presenting audio, video, and text. Prerequisites: EL 210, EL 245, JMC 125, or permission of instructor. Cross-listed with EL 339. Jan Term, even years.

**JMC 340 Photo Essay**

This course will introduce advanced photography students to the production of Flash-based audio slideshows. Besides the photographic skills needed to produce a photo essay, students will also learn how to record and edit interviews and sound clips into their presentations. Spring semester.

**JMC 343 Editing, Layout and Design**

Introduction to principles of page layout and design, with emphasis on preparing text and visual elements for a mass media audience by using desktop publishing techniques. Prerequisite: JMC 125. Fall semester.

**JMC 346 Media Impact in Contemporary U.S.**

Students taking this study program visit New York and Washington, D.C. to learn from media executives and scholars what they believe are the main issues currently facing the media; course also explores impact of media on contemporary U.S. society. Media industries visited will include newspapers, television, radio, magazine and book publishing, and advertising. Jan Term, odd years.

**JMC 347 Mass Media History**

Origins and development of print and broadcast mass media in the United States. Prerequisite: JMC 212 or SP 212, or permission of instructor. Fall semester.

<b>JMC 362W Article and Feature Writing</b>	3
Editorial writing, interpretive and critical writing, and magazine writing for publication. Prerequisite: JMC 125. Jan Term.	
<b>JMC 391 Independent Study</b>	1-4
<b>JMC 395 Teaching Assistantship</b>	1-4
<b>JMC 396 Topics in Journalism</b>	1-4
Selected topics in mass communication. Periodic offering.	
<b>JMC 402 Mass Media Law</b>	3
The First Amendment and court-protected freedom of expression, libel, right of privacy, copyright, covering government and the courts, broadcast regulation. Prerequisite: JMC 212 or SP 212. Fall semester.	
<b>JMC 445 Editorial Practicum: Newspaper</b>	1
Editorial work on the university newspaper. Prerequisite: JMC 245 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.	
<b>JMC 446 Broadcast Management Practicum: Radio</b>	1
Management work on the university radio station. Prerequisite: JMC 246 and appointment to management position. May be repeated for credit. Fall and spring semesters.	
<b>JMC 447 Editorial Practicum: Yearbook</b>	1
Editorial work on the university yearbook. Prerequisites: JMC 247 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.	
<b>JMC 480 Field Studies</b>	1-4
<b>JMC 486 Readings</b>	1-4
<b>JMC 490 Internship</b>	1-4
<b>JMC 491 Independent Study</b>	0-4
<b>JMC 493 Communication Ethics</b>	3
Nature and criteria of ethical behavior; personal and organizational ethical issues facing the mass media, including the power of the media, news gathering and reporting techniques, media source relations, privacy, freedom of the press, taste, conflicting interests, fairness and objectivity. Senior standing. Spring semester.	
<b>JMC 495 Teaching Assistantship</b>	1-4

## Speech Communication Courses

<b>SP 113 Interpersonal Communication</b>	3
Introductory course to communication studies that surveys perception, self-concept, feedback, listening, disclosure, conflict management, language and nonverbal communication. Fall and spring semesters.	

<b>SP 196 Topics in Speech Communication</b>	1-3
Selected lower-division topics in speech communication. Periodic offering.	
<b>SP 209 Introduction to Communication Research</b>	3
An introduction to communication studies research methods and tools, including traditional and electronic resources. Students will develop skills in scholarly writing and argumentation. Fall and spring semesters.	
<b>SP 210 Introduction to Public Speaking</b>	3
Introduction to speech construction and delivery. Speech skills are surveyed, including research, listening and nonverbal communication. Fall and spring semesters and periodic Jan Terms.	
<b>SP 212 Theories of Human Communication</b>	3
A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Fall and spring semesters.	
<b>SP 223 Small Group Communication</b>	4
A theoretical and practical look at group communication processes such as conflict management, decision-making, group dynamics, leadership, and problem-solving. Offered annually.	
<b>SP 245 Applied Speech: Forensics</b>	1
A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Fall and spring semesters.	
<b>SP 280 Field Studies</b>	1-4
<b>SP 296 Computer-Mediated Communication</b>	3
Exploration of the relationships between Computer Mediated Communication (CMC) and various forms and domains of human activity. We will examine the relationship of CMC to changing forms and uses of language, how CMC relates to interpersonal and group development, and CMC's power in altering the substance and processes of educational and organizational environments. Periodic offering.	
<b>SP 312 South Africa Program Preparation</b>	1
An introduction to the history, geography, culture, and social structure of South Africa. Course is only open to students preparing for SP 341. Fall semester, odd years.	
<b>SP 313 Advanced Interpersonal Communication</b>	3
Explores communication issues in the development of personal relationships, specifically friendships, romantic, family, and work relationships. Topics include the processes of establishing relationships, maintaining relationships, and coping with relational challenges. Fall semester, odd years.	
<b>SP 315 Philanthropy and Communication</b>	3
A survey of the concepts and practices of philanthropy and stewardship as applied to the not-for-profit industry in the U.S. Students will examine the philosophical tenets of philanthropy and the biblical imperatives of stewardship to understand how and why people give. Spring semester.	
<b>SP 323 Organizational Communication</b>	3
Structure, process and function of communication in organizations, including diagnosing communication problems, analyzing communication networks, and managing communication. Prerequisite: Students must have met the oral communication requirement. Spring semester.	

**SP 336 Gospel Proclamation**

3

The study and practice of oral communication of the Christian gospel in public settings. Students gain experience in textual interpretation, structuring messages, language use, introducing and concluding messages, audience analysis, delivery of messages, and evaluating messages. Also listed as TH 336. By permission only. Offered annually.

**SP 338 Small Group Ministry**

3

A study of the primary communication skills involved in effective planning and implementation of small-group ministry. Group leadership skills, membership roles, theology of small-group ministry, and leading small-group Bible study. Also listed as TH 338. Offered annually.

**SP 341 Contemporary South Africa**

3

Program includes home stays with South African families and meetings with political, religious and other leaders. Extensive travel throughout the country, including a visit to a game reserve. Jan Term, even years.

**SP 347W History and Theory of Rhetoric**

3

The origin and development of speech communication from its earliest conceptions in ancient Greece through the present, with particular emphasis on the theories of rhetoric. Prerequisite: JMC 212 or SP 212. Offered annually.

**SP 351 Group Dynamics**

3

A focus on group behavior and on how group functioning affects organizational effectiveness. Emphasis on effective group processes for role clarification, decision-making, problem-solving, conflict resolution and group communications. Students develop communication strategies and application of concepts through completion of a small-group project. Periodic offering. Offered through Continuing Studies.

**SP 352 Conflict Management**

3

Investigates how individuals can manage relational conflict more effectively, with an emphasis on the language and structure of conflict. Students will develop skills in managing social and task conflict in both professional and personal contexts. Periodic offering. Offered through Continuing Studies.

**SP 355 Parliamentary Procedure**

1

Study of the communication rules to follow when conducting formal meetings. Study of constitutions and bylaws. Periodic offering.

**SP 362 Argumentation and Debate**

4

An in-depth course on the construction and delivery of valid arguments, logical and emotional appeals, attitude change, fundamentals of academic debate, and practical application of persuasive methods. Course surveys American presidential debates and models of argument. Prerequisite: SP 210. Periodic offering.

**SP 384 Communication in France**

4

Study of human interpersonal and other communication practices in France. Class promotes cross-cultural understanding by study of ritual, status, symbols, verbal and non-verbal communication. Intent is to broaden cultural awareness and understand oral communication practices of French and American cultures. Visits to sites, such as museums, businesses, media outlets and churches, and interactions with French religious, cultural and community representatives provides students first-hand experiences to understand similarities and differences between American and French communication styles. Part of the France Study Program. Offered Spring 2013.

**SP 387 Rhetorical Criticism**

3

An introduction to the most frequently employed methods of rhetorical criticism. Students will apply various methodological approaches to investigate the rhetoric of public speaking, film, television, song, and humor. Prerequisite: SP 210. Periodic offering.

<b>SP 391 Independent Study</b>	1-4
<b>SP 395 Teaching Assistantship</b>	1-4
<b>SP 396 Topics in Speech Communication</b>	3
Selected topics in speech. Periodic offering.	
<b>SP 398 Intercultural Communication</b>	3
Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our worldview. Class promotes cross-cultural understanding using interactive and visual communication to communicate effectively across cultures. Intent is to broaden cultural awareness and enhance multicultural literacy. Offered annually.	
<b>SP 402 Freedom and Responsibility of Speech</b>	3
An in-depth examination of the First Amendment and court-protected freedom of expression including sedition and political speech, religious speech, protest speech, academic freedom, and symbolic expression. Prerequisite: JMC 212 or SP 212. Spring semester.	
<b>SP 410 Advanced Public Speaking</b>	3
An in-depth course on speech construction in different contexts. Students deliver a variety of persuasive speeches. Emphasis on reasoning, delivery skills, and speech criticism. Prerequisite: SP 210. Periodic offering.	
<b>SP 415 Persuasion</b>	3
Study and application of persuasion theories and research as they relate within interpersonal, media, ministry, and other contexts. The course will consider, primarily from a social science perspective, how speakers, messages and various persuasive appeals can modify attitudes and behaviors. Periodic offering.	
<b>SP 436 African-American Preaching</b>	3
An introduction to the preaching in African-American traditions as a distinctive communication event. Emphasis is given to historical, cultural, theological, and rhetorical dimensions of preaching in African-American traditions. Jan Term, odd years.	
<b>SP 445 Applied Speech: Forensics</b>	1
A practicum course for students involved in the intercollegiate forensics program. An in-depth course in advanced public speaking and debating that may be repeated for credit. Fall and spring semesters.	
<b>SP 480 Field Studies</b>	1-4
<b>SP 486 Readings</b>	1-4
<b>SP 490 Internship</b>	1-4
<b>SP 491 Independent Study</b>	1-4
<b>SP 493 Communication Ethics</b>	3
An in-depth examination of the nature and criteria of ethical oral communication behavior in interpersonal, public speaking, group and intercultural settings. Examines ethical theories and their application to credibility, lying and persuasion in social, political, and religious contexts. Senior standing. Offered annually.	
<b>SP 495 Teaching Assistantship</b>	1-4



# Education

The School of Education at Whitworth University includes the Department of Teacher Education, the Center for Gifted Education and Professional Development, the Department of Graduate Studies in Education, the Master in Teaching Program, the Office of Educational Certification and Career Services, and the Evening Teacher Certification Program. All certification programs in the School of Education are approved by the Washington State Professional Educator Standards Board and are accredited by the National Council for Accreditation of Teacher Education.



The mission of the Whitworth School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content, as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those whom they are called to serve.

The learning outcomes of this major prepare students to be:

**Scholars:** Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

**Community Members:** Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

**Effective Practitioners:** Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision-making. They are committed to culturally responsive and relevant practices that engage students and they are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and for the educational contexts in which they serve. They use formative and cumulative data as evidence for decision-making. They are competent in using technology and other 21st-century skills in the educational setting to improve their own practice and the learning of their students.

**Visionary Leaders:** Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being and provides a framework guiding personal and professional decision-making and development. The educators'

practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

**Guardians:** Educators of mind and heart act as advocates for children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, ability, ethnicity, race, culture, religion and socio-economic status, brings to learning and the community. Educators understand and respect the interconnected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.

Whitworth University is in compliance with the U.S. Department of Education Title II reporting requirements. The most recent Whitworth University Title II report is available on our website: [www.whitworth.edu/soe/titleII.htm](http://www.whitworth.edu/soe/titleII.htm). For more information or to request a copy, contact the office of the dean of the School of Education.

## Department of Teacher Education Undergraduate Program

The Whitworth Department of Teacher Education views the role of the teacher as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. The undergraduate teacher-education program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, guardians, effective practitioners and visionary leaders. Courses in the program are structured around this conceptual framework, and students are encouraged to view their future roles as teachers through this model.

## Requirements for Elementary Education Major, B.A.

(currently leads to K-8 certification in Washington state)

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.

Note: An ELL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ELL.

### I. Professional Program: Preliminary (5)

EDU 201	Educational Psychology	3
EDU 202	Exploring Teaching	1
EDU 203	Field Experience	1

Admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.

### II. Professional Program: Upper Division

#### A. Teacher-Education Courses (35)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 340	K-8: General and Language Arts Methods Curriculum *	3
EDU 341	Mathematics: Elementary Methods *	2
EDU 342	Elementary Curriculum Field Experience *	1
EDU 343	Science: K-8 Methods and Assessment	2
EDU 344	Children's Literature and Social Studies	3
EDU 366	Teaching English Language Learners **	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education ***	3
EDU 401W	Democracy, Leadership, and Schooling	3

EDU 440	Methods for Teaching Reading ****	3
EDU 441	Diagnosis/Intervention Reading Difficulties ****	3
EDU 442	Literacy Field Experience ****	1
EDU 461	Assessment, Management, and Differentiation for Elementary School	3

- \* These courses constitute the elementary curriculum block and are taken concurrently.
- \*\* Waived with any other ELL course
- \*\*\* Art, kinesiology, music and theatre majors take EDU 369 instead of EDU 368.
- \*\*\*\* These courses constitute the elementary literacy block and are taken concurrently in the semester following the curriculum block.

## B. Non-Education Required Courses (22)

MA 221	Math for Elementary School Teachers I	3
MA 222	Math for Elementary School Teachers II	3
NS 101	Earth and Sky	3
BI 102	Introductory Biology	3
One of the following:		3
HI 181	The Atlantic World	
HI 182	The United States in a Global Context	
HI 357	Rise of Modern America: 1877-1945	
HI 362	Slavery and the Civil War	
One of the following:		3
PO 102	American National Politics	
PO 242	American Political Parties	
AR 344	Elementary Art: Curriculum and Methods	1
KIN 344	Curriculum and Methods: Elementary Health, Fitness and PE	1
MU 344	Elementary Music: Music and Movement	1
TA 344	Theatre Across the Curriculum	1

## C. Academic Area (20+)

A certification plan with an academic emphasis must be set up with an advisor during the sophomore year or upon admission to the program, and must include a minimum of 20 semester credits in one approved endorsement area. Students are encouraged to complete endorsements in their academic areas. ELL and reading may not be used for this academic area. See the Whitworth Department of Teacher Education for a list of approved academic areas and endorsement information, or refer to the department's website.

## III. Professional Program: Senior Seminars and Student Teaching (13)

Admission to student teaching is required before a student enrolls in senior seminars. Application must be submitted one semester in advance of student teaching.

EDU 472	Professional Issues in Elementary Education	1
EDU 474	Elementary Student Teaching Seminar	1
EDU 496	Directed Teaching, Elementary Level	11

*Note: Application for a Washington State Teaching Certificate is required for program completion.*

## Requirements for Secondary Certification

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.

Note: An ELL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ELL.

## I. Professional Program: Preliminary (5)

EDU 201	Educational Psychology	3
EDU 202	Exploring Teaching	1
EDU 203	Field Experience	1

Initial admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.

## II. Professional Program: Upper Division

### A. Teacher Education Courses (25-26)

EDU 320	Exceptional Learners and Inclusion (This is the first upper-division course taken in the program.)	3
EDU 329	Adolescent Psyc for Mid/High School	3
EDU 366	Teaching English Language Learners *	1
EDU 367	Introduction to Intercultural Education	1
EDU 368	Field Immersion in Intercultural Education **	3
EDU 350	Methods of Teaching in Middle and High School	3
EDU 351	Middle/High School Field Experience	1
EDU 401W	Democracy, Leadership, and Schooling	3
EDU 458	Content Area Reading and Writing	2
EDU 4--	Methods course in each endorsed subject area	2-3
EDU 465	Assessment, Management, and Differentiation for Middle and High School	3

\* Waived with any other ELL course

\*\* Art, kinesiology, music and theatre majors take EDU 369 instead of EDU 368

### B. Professional Program: Content in the Teaching Area

An academic major (approved by both the major department and the department of teacher education) in an approved area is required. See department of teacher education for information regarding endorsements, or see each department's section in this catalog.

## III. Professional Program: Senior Seminars and Student Teaching (13)

Admission to student-teaching is required before a student enrolls in senior seminars.

Application must be submitted one semester in advance to student teaching.

EDU 476	Professional Issues in Secondary Education	1
EDU 478	Secondary Student-Teaching Seminar	1
One of the following:		11
EDU 493	Directed Teaching, Middle School and Special Education	
EDU 494	Directed Teaching, High School and Special Education	
EDU 497	Directed Teaching, Middle-School Level	
EDU 498	Directed Teaching, High-School Level	

Note: Secondary candidates seeking endorsements in art, kinesiology, music and theatre must complete an additional practicum experience at the alternate level. Application for Washington State Teaching Certificate is required for program completion.

## Requirements for a Special Education Major (34)

All endorsements subject to change; see School of Education for updated requirements. Must be completed in combination with a dual major in elementary education or in an endorsable subject area major that can be taught with secondary certification.

Meets Washington state endorsement requirements for special education.

### Coursework:

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3
EDU 424	Early Intervention for Special Education	3
EDU 426	Intervention for Severe Communication, Sensory, and Physical Problems	3
EDU 430	Intervention for Autism Spectrum Disorders	3
EDU 436	Intervention Through Positive Behavior Support	3

### Fieldwork:

EDU 481	Special-Education Practicum, Early Childhood or K-8	1
EDU 482	Special-Education Practicum, Middle Or High School	1
EDU 483	Advanced Special-Education Practicum: Early Childhood or K-8	4
EDU 484	Advanced Special-Education Practicum, Middle or High School	4

### Electives available but not required:

ASL 101	Introduction to Sign Language & the Deaf	
ASL 102	Sign Language & the Deaf II	
EDG 551	Nature and Needs of the Gifted Learner	
EDU 434	Early Speech, Language and Literacy	
EDU 438	Early Intervention Interdisciplinary Method	

## Early Childhood Special Education Endorsement (P-3)

Completion of the major/endorsement in special education, combined with two additional courses, EDU 434 Early Speech, Language and Literacy and EDU 438 Early Intervention Interdisciplinary Methods (or equivalent coursework), and Advanced Practicum in an early intervention or preschool special education setting will prepare a student for an endorsement in early childhood special education (P-3). Please see the Special Education Coordinator for advising.

## Deaf Education Specialty Endorsement (P-12)

Completion of the major in special education, combined with a set of required courses from Spokane Falls Community College's Interpreters Program (or equivalent coursework), EDU 434 Early Speech, Language and Literacy, and Advanced Practicum in a deaf education setting will prepare a student for a specialty endorsement in deaf education (P-12). Please see the Special Education Coordinator for a transcript evaluation and advising.

## Requirements for a Special Education Minor (17)

This minor is not sufficient for an endorsement in special education in Washington state.

EDU 320	Exceptional Learners and Inclusion	3
EDU 321	Intervention for Behavior and Motivation	3
EDU 322	Assessment and IEP Planning	3
EDU 323	Intervention for Academic Learning Problems	3

### One of the following:

EDU 481	Special-Education Practicum, Early Childhood or K-8	1
EDU 482	Special-Education Practicum, Middle Or High School	



One of the following:		4
EDU 483	Advanced Special-Education Practicum: Early Childhood or K-8	
EDU 484	Advanced Special-Education Practicum, Middle or High School	

## Requirements for an English Language Learners (ELL) Minor (17-19)

All endorsements subject to change; see School of Education for updated requirements.  
Formerly known as English as a Second Language (ESL).

Note: An ELL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ELL.

Meets Washington state endorsement requirements for ELL.

EDU 361	Second-Language Acquisition	3
EDU 362	ELL Methodology	3
EDU 363	ELL Methods in Language Arts and Reading	3
EDU 364	Field Experience in ELL Setting *	1-3
EDU 367	Introduction to Intercultural Education	1
One of the following:		3

EDU 434	Early Speech, Language and Literacy	
EL 388	Structure and Development of the English Language	
EL 453	Introduction to Linguistics	
ML 442	Methods for Teaching Languages, K-12	

One of the following \*\*: 3

SP 398	Intercultural Communication	
SO 200	Introduction to Cultural Anthropology	

\*\*or any approved non-education course meeting the university's American diversity or global perspectives requirement.

Competency in a second language

One year of residence in a non-English-speaking country	
One year of Peace Corps training and service	
Student is a native speaker of a language other than English	
Eight semester credits of college coursework in a second language (ASL is not recommended)	

\* May be met as part of other field experience, such as EDU 368 or student teaching.

## Requirements for a Reading Endorsement (16-17)

(Meets Washington state reading endorsement requirement)

EDU 344	Children's Literature and Social Studies	3
EDU 440	Methods for Teaching Reading	3
EDU 441	Diagnosis/Intervention Reading Difficulties	3
EDU 442	Literacy Field Experience	1
EDU 445	Writing Rally	1

One of the following with advisor approval: 2-3

EDU 323	Intervention for Academic Learning Problems	
EDU 363	ELL Methods in Language Arts and Reading	
EDU 458	Content Area Reading and Writing	

One of the following with advisor approval: 3

EDU 434	Early Speech, Language and Literacy	
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## Requirements for Minor in Reading Instruction (18-20)

Complete the above requirements for the reading endorsement and one additional course from the endorsement electives selected (with advisor approval). Electives may include an additional new course developed in consultation with the School of Education.

## Requirements for Middle School Endorsements

At the time of publication, the School of Education was working with the state of Washington to add endorsements in middle school math, science, social studies and English/language arts. See the School of Education for further information.

## Important Notes for All Undergraduate Teacher Education Students

1. Requirements for Washington state teacher certification, endorsements, and highly qualified teacher status (NCLB) are subject to change. Therefore, all teaching areas and programs must be approved by the Whitworth Department of Teacher Education.
2. Admission to the teacher education program and student-teaching program must be approved by the department of teacher education.
3. Full admission to the teacher education program requires a minimum cumulative GPA of 3.0 at Whitworth. See department for admission guidelines.
4. Application for student teaching must be submitted one semester in advance. Admission to student teaching is required before a student enrolls in student teaching courses.
5. WSP/FBI fingerprint clearance is required of each student prior to student teaching.
6. Admission to the department of teacher education and student teaching do not guarantee state certification.
7. Students cannot enroll in upper-division courses without first being admitted to the teacher-education program.
8. All grades in courses used for teacher certification and endorsements must be "C" or better. Courses that apply toward certification may not be taken P/NC.
9. Students seeking secondary certification must complete a major in an academic area approved by the department of teacher education.
10. Students seeking elementary certification must complete a minimum of 20 semester credits in an approved endorsement area.
11. An application for a Washington State Teaching Certificate is required for program completion.
12. Students are responsible for information in the certification handbook, which is available on the department website.
13. Passage of the WEST-B is required for Benchmark II of the program. Passage of the WEST-E in each area of endorsement is required for Washington state certification.
14. Students must have taken and passed the WEST-E in their major before they may begin student teaching.
15. Successful candidates receive a Washington State Teaching Certificate. Students planning to seek certification in another state must research certification and testing requirements for that state and are encouraged to do so early in their program.
16. An ELL endorsement may be required in certain states, such as California, Florida and Nevada. Students are responsible for knowing state requirements for ELL.

## Post-Baccalaureate Certification Programs

Two teacher certification programs are available at Whitworth for people who already possess undergraduate degrees: (1) the Evening Teacher Certification Program and (2) the Master in Teaching Degree Program.

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher certification program in a cohort-based accelerated evening and Saturday format. The program is designed to prepare elementary certificated teachers; however, candidates wishing to obtain secondary certification can complete a program consisting of a combination of traditional day and accelerated evening classes. Within the ETC program, post-baccalaureate students may choose between the master of education and certification-only tracks. Students can enroll in the 500 level of designated courses and apply up to 18 ETC semester credits as electives if accepted to Whitworth's M.Ed. program. For transferability, application must be made within four years of ETC program completion. Cohorts begin in August and February. For more information, please see the ETC program description in the Adult Degree Programs/Continuing Studies section of this catalog or contact an ETC advisor at 509.777.3222.

The Whitworth Master in Teaching Degree Program allows students to pursue a master's degree and teacher certification concurrently. Whitworth was the first university in Washington state to receive approval for an MIT program after state legislation permitted this option. This is an intensive, selective, full-time day-school graduate program that begins in June and continues for 14 months, culminating in August of the following year. Both elementary and secondary certification options are available in the MIT program. Application to the program must be made four to six months prior to the starting date. (See graduate section of this catalog.) For more information about the MIT program, contact the Assistant Director at 509.777.3769.

## Evening Teacher Certification: Degree Completion in Elementary Education

Courses are limited to students enrolled in the Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies. Students can earn a Bachelor of Arts degree in elementary education along with Washington state residency teacher certification. Those currently holding a college degree can complete certification requirements only, or certification in conjunction with a Master of Education degree if accepted to the Whitworth Graduate Studies in Education Program. For complete program and course descriptions, see the Adult Degree Programs/Continuing Studies section of this catalog.

## The Center for Gifted Education and Professional Development

*Kathryn Picanco (Director)*

The Whitworth Center for Gifted Education and Professional Development provides credit classes, workshops and consulting services to teachers and parents of the gifted. In-service training and program planning are also made available to school districts. During the summer, the center offers graduate-level short courses in a variety of grade levels and subject areas appropriate for teachers of the gifted or general school curriculum. For additional information, please contact the center.

Two academic programs are offered for those interested in gifted education: Master of Arts with an emphasis in Gifted and Talented (MAT/GT) and a specialty endorsement for teaching the gifted. The MAT/GT degree is designed to educate teachers of all grade levels in meeting the needs of the exceptionally able learner in the regular classroom and / or other settings. The specialty endorsement for teaching the gifted is a one-year, online program designed for teachers of highly capable students, regular classroom teachers, program coordinators, and district administrators. The specialty endorsement provides current and practical strategies for teaching gifted learners. See the listing under Whitworth Department of Graduate Studies in Education for information regarding the gifted emphasis in the graduate-degree plan and the specialty endorsement.

## American Sign Language Courses

### ASL 100 Intro to Sign Language

3

Preparation for language acquisition via overview of sign language with concentration on language universals of category and relationship.

### ASL 101 Introduction to Sign Language & the Deaf

4

Introduction to American Sign Language (ASL), its history, the current state of the art, and receptive and expressive finger-spelling and sign-language skills. Fall, spring and summer semesters.

### ASL 102 Sign Language & the Deaf II

4

Advanced study of ASL and the culture of the deaf. Students will enlarge their sign vocabulary, use the skill of finding equivalent expressions, and develop techniques for comprehending the meaning of unfamiliar signs. Prerequisite: ASL 101. Fall, spring and summer semesters.

### ASL 196 Topics: ASL

1-4

## Education Courses

### EDU 150 Exceptionality Across the Life Span

3

This course acquaints students with the issues associated with human diversity across the lifespan in today's society. The focus is on individuals who have disabilities, their struggle for legal rights and social inclusion, and resources available for support. Students will also work directly with community agencies that serve the disabled.

### EDU 191 Independent Study

1-4

### EDU 196 Topics in Education

1-3

Selected lower-division topics in education. Periodic offering.

### EDU 201 Educational Psychology

3

A study of children and youth with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined. Prerequisite: sophomore standing. Pre-requisite or Co-requisite: EDU 202. Fall and spring semesters.

### EDU 202 Exploring Teaching

1

On-campus seminars examine the profession of teaching. Prerequisite: sophomore standing. Co-requisite: EDU 203. Fall and spring semesters.

### EDU 203 Field Experience

1

Semester-long field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators, and relate classroom experience to EDU 201 and Washington state educational reforms. Prerequisite: sophomore standing. Concurrent enrollment in EDU 202 required.

### EDU 291 Independent Study

1-4

**EDU 320 Exceptional Learners and Inclusion**

3

An overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis on accommodations for high-incidence conditions. Introduction of individualized education programs and completion of a service learning experience. Prerequisites: EDU 201, EDU 202 and EDU 203 Also listed as EDS 520. Fall and spring semesters.

**EDU 321 Intervention for Behavior and Motivation**

3

Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Candidates plan an intervention, collect data, carry out the intervention, and evaluate its effect. Candidates also learn how to carry out a functional assessment and document learning. Field experience included. Prerequisite: EDU 320. Also listed as EDS 521. Fall and spring semesters.

**EDU 322 Assessment and IEP Planning**

3

Formal and informal assessments, including the Brigance, Woodcock Johnson, AAMR Adaptive Behavior Scale, PIAT, and test construction based on state standards. A study of norm-referenced, criterion-referenced, curriculum-based, and functional assessments. Assessments integrated into development of individualized education programs (IEPs). Candidates implement assessment and IEP development with children and youth. Prerequisite: EDU 320. Also listed as EDS 522. Fall semester.

**EDU 323 Intervention for Academic Learning Problems**

3

Special education methods and strategies to address Washington State Essential Academic Learning Requirements for students with learning problems in math, reading, language, writing, and spelling, particularly for students with mild disabilities. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, and other relevant curricula. Service learning project included. Prerequisite: EDU 320. Also listed as EDS 523. Spring semester.

**EDU 326 Cultural Competence and Society**

3

Survey of historical and societal influences on the education of cultural groups in the USA. Prerequisite: Sophomore standing. Also listed as EDU 526 (Graduate students must register for a graduate level course and complete an extra project). Repeated for credit. Spring semester.

**EDU 329 Adolescent Psyc for Mid/High School**

3

This course examines biological, cognitive, self and social transitions during adolescence and their impact on learning and behavior. Fieldwork includes planning and carrying out a classroom intervention for a student with special needs. Prerequisites: EDU 320. Fall and spring semesters.

**EDU 340 K-8: General and Language Arts Methods Curriculum**

3

This course presents methods and materials for elementary teachers. Observation and teacher assistantship in the public schools, microteaching, language arts curriculum evaluations and unit preparation utilizing appropriate teaching models based on learning theory, provide opportunities to reinforce course content. The various strands of language arts will be explored including: writing, listening, speaking, and reading. Candidates will gain familiarity with four kinds of writing programs and methods for assessing student writing. Co-requisites: EDU 341 and EDU 342. Meets Whitworth's oral communication requirement. Fall and spring semesters.

**EDU 341 Mathematics: Elementary Methods**

2

Introduction to math curriculum, instruction, and assessment in the elementary classroom. Development of lessons and unit plans based on best-practice research and Common Core Standards. Prerequisite: junior standing. Co-requisites: EDU 340, 342. Fall and spring semesters.



**EDU 342 Elementary Curriculum Field Experience**

1

Semester-long placement in an elementary classroom to develop competencies in teaching and assessing learning in language arts and math. Prerequisite: junior standing. Co-requisites: EDU 340, 341. Fall and spring semesters.

**EDU 343 Science: K-8 Methods and Assessment**

2

Introduction to instruction and assessment of science teaching at the elementary and middle levels and ideas for integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Common Core Standards, conducting field trips, and safety considerations. Prerequisite or co-requisite: EDU 340, 341, 342 and one college-level science course. Fall, spring and periodic summer semesters.

**EDU 344 Children's Literature and Social Studies**

3

This course is designed to provide an introduction to children's literature as well as a foundation for teaching social studies. It highlights the genres of the literature, learning about and through literature, and using quality literature integrated with other content. For social studies instruction, the course examines the state standards for social studies in the areas of world and American history, geography and civics and how to use children's literature as a content source for those areas of curriculum. Fall and spring semesters.

**EDU 350 Methods of Teaching in Middle and High School**

3

Overview of planning, instructional methods, and assessment, in middle and high schools, including microteaching, Common Core Standards, and performance-based assessment. Meets Whitworth's oral communication requirement. Prerequisite: junior standing and completion of at least 9 semester credits in major, or chair permission. Fall and spring semesters.

**EDU 351 Middle/High School Field Experience**

1

Placement in a middle or high school for a field experience in teaching area. A minimum of 30 hours is required. Development of competencies within the teaching area. Recommended to be taken with EDU 350 or with subject-matter methods. Fall and spring semesters. Jan Term.

**EDU 361 Second-Language Acquisition**

3

Topics include an overview of how students acquire a first and second language, and socio-cultural and political factors that affect second-language acquisition. Spring semester.

**EDU 362 ELL Methodology**

3

Application of language-acquisition theory to the teaching of limited-English-proficient students. Listening, speaking, reading and writing strategies as well as the purpose and administration of language-proficiency assessment. Also listed as EDU 562. (Students must register for graduate level course and complete extra project if in a graduate program). Fall semester.

**EDU 363 ELL Methods in Language Arts and Reading**

3

Topics include issues, principles, instruments, WLPT Placement, and methods of assessment related to the education of English language learners from entry into the P-12 system until students become proficient in English. Fall and spring semester.

**EDU 364 Field Experience in ELL Setting**

1-3

Placement in classrooms with limited English proficient students to develop ESL teaching competencies. Minimum of 30 hours required. May be combined with EDU 363. Fall and spring semesters. Jan Term.

**EDU 365 ELL Assessment and Evaluation**

3

Topics include assessment and evaluation of English Learners in placement, content-area classrooms, and large-scale assessment arenas. Assessment issues, principles, instruments, and methods of assessment related to academic vocabulary proficiency and academic achievement for English learners are addressed.

**EDU 366 Teaching English Language Learners**

1

An introduction to instructional strategies for teaching English Language Learners in the regular classroom and an overview of current programs and laws regarding the teaching of ELL students. Co-requisite: EDU 367. Waived with any other ELL course. Fall semester.

**EDU 367 Introduction to Intercultural Education**

1

Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students. Prerequisites: junior standing required; senior standing recommended. Fall semester.

**EDU 368 Field Immersion in Intercultural Education**

3

Participation in an intercultural off-campus educational setting (usually Jan Term) designed to deepen and broaden previous culturally based experiences. Includes observation, lesson planning, assisting students with special needs, tutoring, teaching, and attending professional meetings. Except for local settings, students usually live in the community and participate in life of the community. Candidates prepare and share a portfolio reflecting on and connecting their experience to culturally responsive teaching. Prerequisite: EDU 367. Jan Term, and by arrangement.

**EDU 369 Field Immersion Intercultural Education**

3

Participation in an intercultural off-campus educational setting (usually Jan Term) designed to deepen and broaden previous culturally based experiences, for art, kinesiology, music and theatre majors. Includes observation, lesson planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. Except for local settings, students usually live in the community and participate in life of the community. Prerequisite: EDU 367. Jan Term.

**EDU 391 Independent Study**

1-4

**EDU 395 Teaching Assistantship**

1-4

**EDU 396 Topics in Education**

1-3

Selected upper-division topics in education. Periodic offering.

**EDU 401W Democracy, Leadership, and Schooling**

3

A capstone course to clarify spiritual, philosophical, social, and educational convictions as they relate to the teaching profession. Exploration of ways to translate worldview convictions into educational practice. Prerequisite: EDU 320, Fall and spring semesters.

**EDU 424 Early Intervention for Special Education**

3

Instructional methods, management strategies, and interdisciplinary intervention techniques appropriate for working in with children with disabilities from birth to age 6. Includes strategies for supporting families and developing Individual Family Service Plans (IFSPs). Prerequisite: EDU 320. Also listed as EDS 524. Spring semester.

**EDU 425 Intervention for Attention-Deficit and Hyperactivity Disorders**

3

Introduction to attention-deficit/hyperactivity disorders and learning disabilities, including the skills to recognize, assess, and plan appropriate interventions. Includes information on educational, medical, behavioral, and social treatments. Prerequisite: EDU 320. Also listed as EDS 524. Spring semester.

**EDU 426 Intervention for Severe Communication, Sensory, and Physical Problems**

3

Methods and strategies for working with students who have low incidence disabilities. Emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development, and adaptive behaviors. Students plan and implement programs. Prerequisite: EDU 320. Also listed as EDS 526. Fall semester.

**EDU 427 Intervention for Conduct Disorders**

2

Covers learning to recognize, understand and treat children with conduct disorders using a practical systems approach. Methods of self-care to help the professional deal with the frustrations inspired by these children are also covered.

**EDU 430 Intervention for Autism Spectrum Disorders**

3

In this course we will discuss the diagnostic criteria and defining characteristics of autism spectrum disorders and related disabilities, as well as effective interventions and the impact of having a child with autism on a family. Prerequisite: EDU 321 or EDS 521. Also listed as EDS 530. Spring semester.

**EDU 434 Early Speech, Language and Literacy**

3

Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Prerequisite: EDU 320/EDS 520. Spring semester. Also listed as EDS 534.

**EDU 436 Intervention Through Positive Behavior Support**

3

An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior. Also listed as EDS 536. Fall semester.

**EDU 438 Early Intervention Interdisciplinary Method**

3

Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing, or Graduate students. Prerequisite: EDU 424/EDS 524. Also listed as EDU 538. Summer.

**EDU 440 Methods for Teaching Reading**

3

Processes of teaching reading, reading skills, reading comprehension and vocabulary development at the elementary level. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Common Core Standards. Prerequisites: EDU 340, EDU 341 and EDU 342. Co-requisites: EDU 441 and EDU 442. Fall and spring semesters.

**EDU 441 Diagnosis/Intervention Reading Difficulties**

3

Study and use of instruments to assess reading abilities and the diagnosis and intervention of specific reading problems. Candidates assess elementary students, identify reading problems, and design and implement an intervention. Co-requisites: EDU 440 and 442. Fall and spring semesters.

**EDU 442 Literacy Field Experience**

1

Placement in an elementary school for a semester-long field experience to observe reading and language-arts lessons modeled by classroom teachers and to assess reading abilities of selected students. Co-requisite: EDU 440, 441. Fall and spring semesters.

**EDU 444 Literacy Center Field Experience**

1-2

This class will be largely clinical in nature and will allow students pursuing a reading endorsement to have additional time to learn a specific intervention program, Reading Mastery published by SRA, and to work individually with a struggling reader. Students will find the experience to be extremely valuable in helping them understand the nature of reading difficulties and one method for structured intervention.

**EDU 445 Writing Rally**

1

The Whitworth Writing Rally is held on campus each fall for children and their parents. The participants meet with a children's author and then in small groups to do their own writing with the assistance of parents and teachers. Candidates participate in the organization of the event and in the teaching of the writing sessions. Repeatable for credit. Spring semester.

**EDU 453 Social Studies in Secondary School**

2

Overview of social studies curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in the area of social studies. Prerequisite or co-requisite: EDU 350. Spring semester.

**EDU 454 Mathematics in Secondary School**

2

Overview of mathematics curriculum, instruction, and assessment in middle/high school. Emphasis on Common Core Standards in mathematics. Prerequisite or co-requisite: EDU 350. Spring semesters.

**EDU 455 Science in Secondary School**

2

Overview of science curriculum, instruction, assessment, and classroom/lab safety in middle/ high school. Emphasis on Common Core Standards in science. Prerequisite or co-requisite: EDU 350. Fall and spring semesters.

**EDU 458 Content Area Reading and Writing**

2

Strategies for improving comprehension of content area materials, adapting lessons for a wide range of learners, analyzing the appropriateness of written materials, and connecting writing to the content area. Fall and spring semesters.

**EDU 461 Assessment, Management, and Differentiation for Elementary School**

3

The purpose of this course is to prepare elementary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for K-8 classrooms. Prerequisites: Junior standing and EDU 340, 341, & 342. Fall and spring semesters.

**EDU 465 Assessment, Management, and Differentiation for Middle and High School**

3

The purpose of this course is to prepare secondary teacher candidates to use appropriate instructional assessments, differentiation techniques, and classroom management strategies for 4th-12th grade classrooms. Prerequisites: Junior standing and EDU 350 & 351. Fall and Spring semesters.

**EDU 471 Assessment in Elementary Education**

1

Assessment practices and issues in relation to candidate's teaching. Emphasis on analysis of student-based evidence and Common Core Standards. Fall and spring semesters.

- EDU 472 Professional Issues in Elementary Education** 1  
Seminar on professional responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Fall and spring semesters.
- EDU 473 Classroom Management in Elementary Education** 1  
Addresses models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement. Fall and spring semesters.
- EDU 474 Elementary Student Teaching Seminar** 1  
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.
- EDU 475 Assessment in the Secondary Classroom** 1  
Assessment practices and issues in relation to candidate's current student-teaching placement. Emphasis on best-practice research, performance-based assessment strategies, and Common Core Standards. Fall and spring semesters.
- EDU 476 Professional Issues in Secondary Education** 1  
Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations. Fall and spring semesters.
- EDU 477 Classroom Management in Secondary Education** 1  
Addresses models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement. Fall and spring semesters.
- EDU 478 Secondary Student-Teaching Seminar** 1  
Professional portfolio development, issues in student teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.
- EDU 480 Field Experience (level Specified)** 1-6
- EDU 481 Special-Education Practicum, Early Childhood or K-8** 1  
Thirty (30) hours in a special education classroom setting as a teaching assistant. May be taken the same semester as EDU 483. Prerequisites: EDU 320, 321; application is required. Also listed as EDS 581. Fall and spring semesters, Jan Term, Summer Term.
- EDU 482 Special-Education Practicum, Middle Or High School** 1  
Thirty (30) hours in a special education classroom setting as a teaching assistant. May be taken in the same semester as EDU 484. Prerequisites: EDU 320, 321; application is required. Also listed as EDS 582. Fall and spring semesters, Jan Term, Summer Term.
- EDU 483 Advanced Special-Education Practicum: Early Childhood or K-8** 4  
120 hours practicum experience in a special education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 481. Prerequisites: EDU 320, 321, 481; application and permission required. Also listed as EDS 583. Fall and spring semesters, Jan Term, Summer Term.



**EDU 484 Advanced Special-Education  
Practicum, Middle or High School**

120 hours practicum experience in a special-education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 482. Prerequisites: EDU 320, 321, 482; application and permission required. Also listed as EDS 584. Fall and spring semesters, Jan Term, Summer Term.

**EDU 490 Internship**

1-4

**EDU 491 Independent Study**

1-4

**EDU 493 Directed Teaching, Middle School  
and Special Education**

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**EDU 494 Directed Teaching, High School and  
Special Education**

11

**EDU 495 Teaching Assistantship**

1-4

**EDU 496 Directed Teaching, Elementary  
Level**

11

**EDU 497 Directed Teaching, Middle-School  
Level**

11

**EDU 498 Directed Teaching, High-School  
Level**

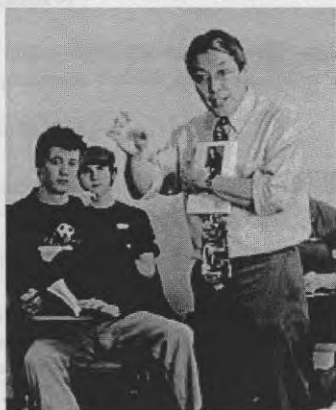
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# English

**Majors:** Track I (Literature) | Track II (Writing) | Track III (English/Language Arts)

**Minors:** English Minor | English/Language Arts Minor | Medieval and Early Modern Studies Minor

## English



English majors may choose one of three approaches to the major, based on their interests: literature (Track I), writing (Track II), or preparation for secondary teaching (Track III). All English majors, regardless of track, take foundational courses in literature and critical theory.

The department also offers three minors: a general English minor, an English/language arts minor for education students, and a medieval and early modern studies minor.

The department aims to help all of our students become careful and insightful readers, judicious and flexible researchers, and clear, imaginative writers. We hope to pass on to our students our own love of reading, writing, language, and storytelling in all forms. Through our courses, research, and shared community events, we hope to encourage our students in lives of spiritual commitment and resolution to act as stewards of God's creation while promoting civil and personal justice at home and in the community.

The English major prepares students as follows:

1. At the completion of their lower-division coursework, **all English majors (Tracks I, II, and III)** should have acquired a command of foundational literary terminology; a basis for understanding the themes and histories of British, American, and world literatures; the ability to craft critical readings responding to a variety of literary genres; and experience writing in different genres.
2. By graduation, students completing **Tracks I and II (literature and writing)** will also exhibit more advanced literary skills, including improved aesthetic discernment; oral interpretation and presentation skills; enlarged literary and personal vocabulary; critical reading, thinking, and writing skills; facility with several critical approaches to literary analysis; and a command of research methods, bibliographic resources, and documentation.
3. At the completion of their upper-division work for **Tracks I and II (literature and writing)**, students should demonstrate in-depth knowledge of several literary eras as well as the major writers and works of those eras; an ability to write a variety of literary analyses and genres; and competence working with other students' editing and revising their own writing.
4. At the completion of their upper-division work, **Track III (teaching)** students should have gained the specialized knowledge expected of secondary teachers of English and language arts, and they should be able to fulfill the state-mandated requirements for endorsement in language arts or another related field, as set forth in the current catalog.

# Requirements for an English Major, B.A.

## Track I: Literature (46)

### 1. AMERICAN CULTURAL STUDIES COURSE (3 credits)

These courses include an introduction to basic literary terms; practice in close reading and analysis; practice in writing literary analysis; coverage of more than one genre; and a multicultural American component in the kinds of literature read and/or in the issues focused on in the literature (e.g., issues of ethnicity, gender, or class in the American context).

Choose one of the following:

3

EL 122	Gender and Faith in Film and Literature
EL 124	African American Literature
EL 125	Reading Literature
EL 126	Women Writers
EL 127	African American Women Writers
EL 128	Multicultural American Literature
EL 130	Latina & Caribbean Women Writers
EL 131	Native American Literature
EL 132	American Immigrant Literature
EL 136	Asian American Literature

Note: Other 100-level literature courses designated by the department may in some cases be used to fulfill this requirement.

### 2. FOUNDATIONS (15 credits)

These courses provide a foundation for further study of literature.

Literature Surveys (Take one American survey and both British surveys.)

9

EL 205	American Literature Before 1865
or EL 206	American Literature After 1865
EL 207	British Literature Before 1800
EL 208	British Literature Since 1800

Global Literatures (Choose one of the following courses.)

3

EL 233	The Epic
EL 251	Modern Global Literature
EL 359	Contemporary Fiction From Eastern Europe
EL 363	Seminar in Poetry of Witness
EL 430	Holocaust Literature
EL 436	Francophone African Lit/Film
EL 454	Russian Literature

Literary Critical Reading (Choose one of the following courses.)

3

EL 267	Introduction to Critical Strategies
or EL 484	Literary Criticism

### 3. DISTRIBUTIVE REQUIREMENTS (18 credits)

15 of these credits must be upper division credits.

Distributive requirements give students the opportunity to study literature from a variety of historical periods and perspectives.

#### a. Beginnings Through Renaissance

6

EL 247	Shakespeare
or EL 447	Shakespeare Seminar
EL 338	Arthurian Literature
EL 371W	British Renaissance
EL 374W	17th Century British Poetry/Milton

EL 404	Anglo Saxon Literature and Culture	
EL 405W	Chaucer and Medieval Literature	
b. 18th-19th Century		6
EL 307W	Women in American Fiction	
EL 308W	18th Century British Literature	
EL 317	Whitman/Dickinson Seminar	
EL 321W	The American Novel to 1900	
EL 342	British Women Writers	
EL 372W	American Renaissance	
EL 373	Poe	
EL 375W	Victorian Literature	
EL 376W	British Romanticism	
EL 378	Jane Austen	
EL 401W	Moby Dick	
EL 442	Brontes and Gaskell Seminar	
EL 465W	English Novel	
c. 20th-21st Century		6
EL 216	Modern Drama	
EL 305W	Contemporary American Poetry	
EL 310	Northwest Writers	
EL 316	American Drama Since 1900	
EL 329	Visual Narratives	
EL 331W	Southern Renaissance	
EL 349W	20th Century American Fiction	
EL 359	Contemporary Fiction From Eastern Europe	
EL 360W	20th Century British Literature	
EL 361	20th Century British Poetry	
EL 363	Seminar in Poetry of Witness	
EL 368	Postcolonial British Literature	
EL 377W	Modern Poetry	
EL 430	Holocaust Literature	
EL 436	Francophone African Lit/Film	
EL 449W	Postmodern Literature and Culture	
EL 460	Irish Literature	
4. ONE ADDITIONAL ENGLISH WRITING COURSE (3 credits)		3
Any English writing elective numbered higher than EL 210 may be used to fulfill this requirement.		
5. ENRICHMENT/ENGLISH ELECTIVES (6 credits)		6
Any additional English elective other than EL 110 (Writing I) may count toward these credits.		
6. EL 498, SENIOR PORTFOLIO (1 credit)		1
EL 498	Senior Portfolio	

## Track II: Writing (46)

1. AMERICAN CULTURAL STUDIES COURSE (3 credits)		3
See Track I (Literature) for course options.		
2. FOUNDATIONS (9 credits)		
Literature Surveys (Take one American and one British literature survey.)		6
EL 205	American Literature Before 1865	
or EL 206	American Literature After 1865	

EL 207	British Literature Before 1800	
or EL 208	British Literature Since 1800	
One course in literary critical reading from the following:		3
EL 267	Introduction to Critical Strategies	
or EL 484	Literary Criticism	
3. WRITING (21 credits)		
EL 245	Creative Writing	3
EL 304	Fiction Writing	3
EL 345	Poetry Writing	3
EL 346W	Essay Writing	3
EL 344	Autobiographical Writing	3
or EL 347W	Creative Nonfiction Writing	
Two of the following:		6
EL 210	Writing II	
EL 314	Church Drama	
EL 320	Pilgrimage: Walking and Writing	
EL 339	Digital Storytelling	
EL 344	Autobiographical Writing	
EL 347W	Creative Nonfiction Writing	
EL 348	Literary Editing & Design	
EL 358	Composition Theory	
EL 382	Rhetorical Methods and Approaches	
EL 388	Structure and Development of the English Language	
EL 420	Writing Center: Theory and Practice	
EL 444	Advanced Writing Workshop	
EL 453	Introduction to Linguistics	
- An approved upper-division writing seminar in English		
- An approved upper-division English special-topics course in writing/rhetoric		
- An approved upper-division communication course in writing/rhetoric		
- Teaching assistantship in EL 110 or other writing course		
- An approved internship in journalism, publication, etc.		
4. LITERATURE (12 credits)		12
One course in 20th- or 21st-century literature (3 credits)		
One upper-division elective in American literature (3 credits)		
Additional upper-division literature electives (6 credits)		
5. EL 498, SENIOR PORTFOLIO		1
EL 498	Senior Portfolio	

### Track III: English/Language Arts (45)

This track is intended for students who are completing education certification or who plan to apply to a masters in teaching program immediately after graduation.

Meets Washington state teaching endorsement requirements for English/language arts.

All endorsements subject to change; see School of Education for updated certification requirements.

1. AMERICAN CULTURAL STUDIES COURSE (3 credits)		3
See Track I (Literature) for course options.		
2. LITERATURE (21 credits)		
Literature Surveys (Take one American survey and both British surveys.)		9
EL 205	American Literature Before 1865	
or EL 206	American Literature After 1865	



EL 207	British Literature Before 1800	
EL 208	British Literature Since 1800	
Shakespeare (Choose one of the following courses.)		3
EL 247	Shakespeare	
or EL 447	Shakespeare Seminar	
Global Literatures (Choose one of the following courses.)		3
EL 233	The Epic	
EL 251	Modern Global Literature	
EL 359	Contemporary Fiction From Eastern Europe	
EL 363	Seminar in Poetry of Witness	
EL 430	Holocaust Literature	
EL 436	Francophone African Lit/Film	
EL 454	Russian Literature	
Additional Literature Courses		6
One upper-division course in American or British Literature		
One additional upper-division literature course		
3. WRITING AND LANGUAGE (9 credits)		
EL 387	English Methods and Adolescent Literature	3
EL 388	Structure and Development of the English Language	3
One writing course from the following:		3
EL 210	Writing II	
EL 245	Creative Writing	
EL 304	Fiction Writing	
EL 344	Autobiographical Writing	
EL 345	Poetry Writing	
EL 346W	Essay Writing	
EL 347W	Creative Nonfiction Writing	
4. SPEECH, THEATER, AND MASS MEDIA (12 credits)		
JMC 125	Writing for Mass Media	3
TA 273	Acting I	3
SP 210	Introduction to Public Speaking	3
Three semester credits selected from the following:		3
JMC 245	Applied Journalism: Newspaper (1 credit)	
JMC 247	Applied Journalism: Yearbook (1 credit)	
SP 362	Argumentation and Debate (4 credits)	
JMC 445	Editorial Practicum: Newspaper (1 credit)	
TA 145, 245, 345, 445	Theatre Production (1-2 credits)	
TA 270	Stage Makeup & Costume Construction (2 credits)	
TA 275	Stagecraft I (3 credits)	
TA 375	Stagecraft II (3 credits)	
5. SENIOR PORTFOLIO		0
During fall semester of senior year, Track III students must complete a writing portfolio, working with advisors from the English and education departments.		
Track III students, whose student teaching serves as a capstone experience, are NOT required to take EL 498 (Senior Portfolio), though they may choose to do so.		

## English Minor (18)

### Requirements for an English Minor (18)

1. AMERICAN CULTURAL STUDIES COURSE (3 credits)	3
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See Track I (Literature) for course options.

2. ENGLISH ELECTIVES (15 credits) 15

15 English course credits (usually 5 courses), including at least two upper-division courses (which may have prerequisites).

Note: EL 110 (Writing I) does not count toward the English minor.

## English/Language Arts Minor (29-33)

English

### Requirements for English/Language Arts Minor (29-33)

This minor is intended for students who are completing education certification or who plan to apply to a masters in teaching program immediately after graduation.

Meets Washington state teaching endorsement requirements for English/language arts.

All endorsements subject to change; see School of Education for updated certification requirements.

1. AMERICAN CULTURAL STUDIES COURSE (3 credits) 3

See Track I (Literature) for course options.

2. LITERATURE (15 credits)

Literature Surveys (Take one American and one British literature survey.) 6

EL 205 American Literature Before 1865

or EL 206 American Literature After 1865

EL 207 British Literature Before 1800

or EL 208 British Literature Since 1800

Global Literatures (Choose one of the following courses.) 3

EL 233 The Epic

EL 251 Modern Global Literature

EL 359 Contemporary Fiction From Eastern Europe

EL 363 Seminar in Poetry of Witness

EL 430 Holocaust Literature

EL 436 Francophone African Lit/Film

EL 454 Russian Literature

One of the following (depending on level): 3

If secondary, one upper-division literature course (preferably Shakespeare)

If elementary, one additional literature course

3. WRITING AND LANGUAGE (6 credits)

EL 387 English Methods and Adolescent Literature 3

EL 388 Structure and Development of the English Language 3

One writing course numbered higher than EL 110 (Writing I) 3

4. SPEECH, THEATER, AND MASS MEDIA (5-9 credits)

SP 210 Introduction to Public Speaking 3

At least one semester credit selected from the following: 1-3

JMC 125 Writing for Mass Media (3 credits)

JMC 245 Applied Journalism: Newspaper (1 credit)

JMC 247 Applied Journalism: Yearbook (1 credit)

JMC 445 Editorial Practicum: Newspaper (1 credit)

SP 362 Argumentation and Debate (4 credits)

At least one semester credit selected from the following: 1-3

TA 145, 245, 345, Theatre Production (1-2 credits)  
445

TA 270 Stage Makeup & Costume Construction (2 credits)

TA 273	Acting I (3 credits)
TA 275	Stagecraft I (3 credits)
TA 375	Stagecraft II (3 credits)

## Medieval and Early Modern Studies Minor (19-20)

### Requirements for Medieval and Early Modern Studies Minor (19-20)

Note: No more than six lower-division credits may count toward this minor.

1. CULTURE IN CONTEXT (3 credits)		3
EL 371W	British Renaissance	
HI 425	Holy War in Europe	
EL 447	Shakespeare Seminar	
2. LITERATURE IN CONTEXT (6 credits)		6
EL 207	British Literature Before 1800	
EL 371W	British Renaissance	
EL 404	Anglo Saxon Literature and Culture	
EL 405W	Chaucer and Medieval Literature	
EL 238, 338	Arthurian Literature	
3. HISTORY (6 credits)		6
HI 101	The Mediterranean World	
HI 120	The Crusades	
HI 315	Medieval Europe	
HI 345	Cultural History of China and Japan	
HI 364	Medieval Russia: Mongols and Madmen	
HI 425	Holy War in Europe	
4. ONE MORE COURSE from the lists above, or any course on medieval or early modern studies offered in history, English or other departments (3-4 credits)		3-4
Note: LAT 102 or higher may fulfill this requirement. Examples of courses that could fulfill this requirement if those departments approve:		
AR 264	History of Medieval Art	
AR 261	History of Renaissance and Baroque Art	
EC 365W	History of Economic Thought	
EL 247	Shakespeare	
EL 447	Shakespeare Seminar	
MU 301	Music History I	
TH 313W	History of Christianity I	
TA 476W	History of Theatre I	
5. EL 497/HI 497, SENIOR PORTFOLIO FOR MEMS (1 credit)		1
HI/EL 497	Senior Portfolio	

## English Courses

### EL 100 Research & Writing Workshop

3

Workshop format. Particular attention given to individual writing process. Focus will be on a full range of academic writing skills; projects include narratives, essays and culminate in a final research paper. Periodic offering in evening/accelerated program.

**EL 109 Introduction to Academic Writing**

3

Introduction to critical writing in response to reading and research. Practice in using writing processes (invention, drafting, revision, editing) to create effective academic arguments. Style and grammar issues and strategies for avoiding plagiarism presented as needed. Offered in the continuing-studies program only.

**EL 110 Writing I**

3

An introduction to academic writing and research. Emphasis on revision and adaptation of writing for appropriate audiences. Practice in analyzing, synthesizing, and responding to academic readings focused on a topic. Workshop and discussion format. Does not count toward English majors or minors. Fall and spring semester.

**EL 110H Honors Writing I**

3

An introduction to academic writing and research with an emphasis on writing for real-world contexts and multimodal composition. Workshop and discussion format. For honors students or students with advanced placement.

**EL 115H Reading in Action**

3

This freshman level course explores a variety of reading practices beginning with our initial love of literature, moving into advanced scholarly reading, and engaging in service-learning with reading communities in Spokane.

**EL 122 Gender and Faith in Film and Literature**

3

Exploration of how religious beliefs shape our cultural and personal understandings of gender roles and gender identity. Also listed as WGS 122. Periodic offering.

**EL 124 African American Literature**

3

Introduction to literary study through African American literature. Covers poetry, fiction, and drama. May also consider sermons, songs, and film by African Americans.

**EL 125 Reading Literature**

3

Introduction to literary genres: fiction, drama, and poetry. Attention to multicultural literature. Periodic offering.

**EL 126 Women Writers**

3

An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. Readings include poetry, fiction, and drama. Also listed as WGS 126.

**EL 127 African American Women Writers**

3

Survey of the literature and cultural histories of African American women writers of various genres, along with a selection of black feminist scholarship and critical race theory. Elective for women's and gender studies minor and United States cultural studies minor.

**EL 128 Multicultural American Literature**

3

Survey of African American, Asian American, Hispanic American, and Native American literature. Readings in prose, poetry, drama, and film from at least two of the groups.

**EL 130 Latina & Caribbean Women Writers**

3

Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Also listed as EL 330, WGS 130/330.

**EL 131 Native American Literature**

3

Emphasis on fiction and poetry since 1965, with a look at autobiographies of 19th-century Crow man and woman, three Native-made / starring / themed movies, and footage of contemporary pow-wow dancing. N. Scott Momaday, Leslie Marmon Silko, Linda Hogan, Louise Erdrich, Sherman Alexie, and others.

**EL 132 American Immigrant Literature**

3

Explores the American immigrant experience through stories, journals, poems, and plays written by explorers, colonists, and immigrants from the time of Columbus to the present. A multicultural introduction to the major genres (fiction, poetry, drama).

**EL 135 Seeing & Believing**

3

This class for honors freshmen only will explore how five different religious groups in Spokane exhibit their beliefs in sacred spaces and sacred arts. Using scholarly articles, literature from each belief system, field visits, and outside speakers, students will analyze icons, Islamic calligraphy, the Zen garden, Hindu images of the divine, and the architecture of Judaism. The course goal is to have the students synthesize important ideas about religious practices in the United States, gaining an increased understanding of history, religious beliefs, literature, and visual cultures. Meets either humanities or American diversity requirements; field visit fee required.

**EL 136 Asian American Literature**

3

Asian American poetry, prose, and plays, along with Asian American history.

**EL 191 Independent Study**

1-4

**EL 196 Topics in English**

1-4

Selected lower-division topics in writing, film or literature. Periodic offering.

**EL 204 Film Noir Hardboiled Lit**

3

An introduction to major hardboiled fiction authors (Hammett, Chandler, Cain, Highsmith) and classic films noir (e.g., *The Maltese Falcon*, *Double Indemnity*). We will analyze these genres in their historical and ideological contexts, examining post-war paranoia, existentialism, literary modernism, etc. Periodic offering.

**EL 205 American Literature Before 1865**

3

Overview of major periods, authors and representative works of American literature from the earliest writers through the Civil War. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. Fall semester.

**EL 206 American Literature After 1865**

3

Overview of major periods, authors and representative works of American literature from end of the Civil War to present. Preparation for upper division. Prerequisite: American Cultural Studies course strongly suggested. EL 206 may be taken before EL 205. Spring semester.

**EL 207 British Literature Before 1800**

3

British literature from the Anglo-Saxon period through the Renaissance and 18th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. Fall semester.

**EL 208 British Literature Since 1800**

3

British literature from the Romantic period through the 20th century. Major period characteristics, authors and representative works. Prerequisite: American Cultural Studies course strongly suggested. EL 208 may be taken before EL 207. Spring semester.



**EL 209 Latin American Literature in English**

3

Study of contemporary novels, stories, poems, essays and films from Latin America, with special focus on Costa Rica. Works considered in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, and a range of writing assignments, from creative and reflective pieces to analysis and application of critical theory.

**EL 210 Writing II**

3

Advanced study and production of critical writing and research. Emphasis on interpretation and production of argumentative writing for academic and public communities. Students will explore their role as active citizens, enabling them to use writing to advocate for and enact change in their communities. Prerequisite: EL 110 or advanced placement. Fall and spring semesters.

**EL 212 Religious Themes in Modern Literature**

3

Fiction (mostly novels) from a variety of modern fiction writers. Class explores 20th / 21st Century treatments of religious themes; class is not a course in Christian Literature.

**EL 216 Modern Drama**

3

A survey of modern drama including the major movements, playwrights and representative plays from 1900 to the present.

**EL 220 Pilgrimage: Walking & Writing**

3

This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.

**EL 233 The Epic**

3

A survey of the classical and medieval epics, including Gilgamesh, Homer's Iliad and Odyssey, Virgil's Aeneid, and Dante's Divine Comedy. Attention to development of epic. Some emphasis on classical mythology. Periodic offering.

**EL 236 Female Friendship in Film and Literature**

3

This course investigates and celebrates friendship in the different stages of women's lives. Through a study of literature, film and other media, students examine friendship from a variety of cultural perspectives, historical eras, and theoretical methods. Reflects on Biblical models of friendship and engages the perspectives of Christian feminist theory for analysis. Also listed as WGS 236. Periodic offering, Jan Term.

**EL 238 Arthurian Literature**

3

This course studies Arthurian texts as well as more recent interpretations of the Arthurian stories. Cross-listed as HI 238.

**EL 242 Whodunit: the Mystery Novel**

3

The mystery novel and story from Sherlock Holmes to Stephanie Plum, with attention to the genre's archetypes, conventions, mythic systems, and moral vision. Non-majors welcome. Periodic Jan Term offering.

**EL 245 Creative Writing**

3

An introduction to creative writing, including multiple genres. Workshop approach. Prerequisite: American Cultural Studies course strongly recommended. Fall and spring semesters.

**EL 247 Shakespeare**

3

Survey of Shakespeare's poetry, comedies, tragedies, histories, and romances. Active learning through reading, discussing, studying, watching and performing plays. Fall semester.

- EL 250 Introduction to Film Studies** 3  
An introduction to film studies and film analysis with an emphasis on primarily US filmmakers. One evening per week for film viewing, in addition to regular class sessions. Film fee.
- EL 251 Modern Global Literature** 3  
Global literature, novels and short fiction, after 1945. Fall and spring semester.
- EL 252 World Cinema** 3  
Major movements and filmmakers from Europe, Asia and other regions (e.g., German Expressionism, French New Wave, Bergman, Kurosawa, Latin American film, Eastern European film). Periodic offering. Film fee. Also listed as EL 352.
- EL 262 The Bible as Literature** 3  
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches. Periodic offering.
- EL 267 Introduction to Critical Strategies** 3  
Introduction to the strategies and terminology of literary criticism and the discipline of literary studies. Emphasis on the theoretical, historical, and practical applications of both traditional and contemporary literary criticism. Fall and spring semester.
- EL 273 Poe** 3  
Study of the poetry, fiction and essays of Edgar Allan Poe. Approximately forty short stories and sketches, his sole novel, several poems, three major essays, and selections from "Eureka". Prerequisite: American Cultural Studies course strongly suggested. Also listed as EL 373. Periodic Jan Term offering.
- EL 275 Utopian Literature** 3  
Broad overview of utopian literature, theory, and activism, emphasizing historical context and real-world applications. Traces utopian fiction from its early roots in didactic literature to 20th-century and contemporary science fiction and fantasy.
- EL 279 J.R.R. Tolkien** 3  
Introduction to the life and works of J.R.R. Tolkien. Readings of his major literary works as well as folklore and medieval literature that influenced him and shaped his life as a scholar. Periodic offering.
- EL 280 Field Studies** 1-4
- EL 290 Internship** 1-4
- EL 291 Independent Study** 1-4
- EL 296 Contemporary African Literature** 3  
Introduction to the African literary tradition since the mid-20th century through prose, poetry, orality and film by African writers on the continent and abroad. Includes contextual study of relevant colonial and migration histories and specific cultures. Periodic offering, Fall semester.
- EL 300 Domain of the Arts** 3  
Exploration of drama, poetry, music, art, film. The arts in relation to society, values, faith. Taught in San Francisco. Periodic offering.
- EL 301 Children's Literature** 3  
Reading and evaluation of a broad range of literature for children. Periodic offering.

**EL 302 Gender and Faith in Film and Literature**

3

Exploration of how religious beliefs shape our cultural and personal understanding of gender roles and gender identity.

**EL 304 Fiction Writing**

3

Advanced-level workshop in the crafting of narrative and the marketing of fiction. Students read several examples of contemporary fiction. Workshop format. Prerequisite: EL 245 or permission of instructor. Fall and spring semester.

**EL 305W Contemporary American Poetry**

3

Study of American poets, periods and major events, 1955 to the present. Includes central figures such as Adrienne Rich, Elizabeth Bishop and Robert Lowell, and contemporary poets such as Louise Glück, Mary Oliver, Li-Young Lee, Naomi Shihab Nye, and others. Prerequisite: EL 205 or EL 206. Periodic offering.

**EL 307W Women in American Fiction**

3

Portrayals of women in American fiction and popular literature. Female and male authors, primarily late 19th century.

**EL 308W 18th Century British Literature**

3

Study of major 18th-century British authors, genres, social history. Particular emphasis on fiction, Restoration comedy, satire.

**EL 309 Latin American Literature in English**

3

Study of contemporary novels, stories, poems, essays and films from Latin America, with special focus on Costa Rica. Works considered in light of historical, theoretical, and cultural contexts. Emphasis on reading, discussion, and a range of writing assignments, from creative and reflective pieces to analysis and application of critical theory.

**EL 310 Northwest Writers**

3

Readings from a diverse group of Northwestern poets, fiction writers, and creative nonfiction writers, with consideration of central themes and concerns shared among them. Explores the relationship between these writers and their region.

**EL 314 Church Drama**

3

This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches.

**EL 316 American Drama Since 1900**

3

Examines a variety of American plays written and produced since 1900, with particular attention to how direction, staging, and performance factors affect the critical reading of dramatic texts.

**EL 317 Whitman/Dickinson Seminar**

3

Seminar focuses on the relation between the poetic forms and voices of Walt Whitman and Emily Dickinson. Research project explores political & cultural events of the mid 19th century.

**EL 320 Pilgrimage: Walking and Writing**

3

This course explores pilgrimage from a variety of eras, perspectives, and genres. Through reading, writing, multimedia, and research assignments, students consider a range of pilgrimage experiences, as well as contemporary uses and adaptations. Students will create their own pilgrimage, documenting and reflecting on their practice.

**EL 321W The American Novel to 1900**

3

Development of the novel in the U.S. from 1794 to the dawn of the 20th century. 10 - 12 novels, including writers such as Brown, Cooper, Hawthorne, Melville, Twain, James, Howells, Crane, Chopin. Prerequisite: EL 205 or EL 206.

**EL 329 Visual Narratives**

3

Exploration of graphic novels, comics, and transmedia storytelling. Readings will include both exemplary visual narratives and relevant critical theory on such texts. Two evening screenings in addition to regular class meetings.

**EL 330 Latina and Caribbean Women Writers**

3

Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Also listed as EL 130, WGS 130/330.

**EL 331W Southern Renaissance**

3

Major 20th-century American writers from the South (e.g., William Faulkner, R.P. Warren, Eudora Welty).

**EL 333 Literary England (Study Abroad Program)**

4

Focus on British authors and works in relation to their settings. Part of British Isles study program, every third year (fall semester 2014, 2017, and so on).

**EL 338 Arthurian Literature**

3

See EL 238.

**EL 339 Digital Storytelling**

3

Study of digital, multimodal writing/storytelling. Students create a variety of digital texts using freely available audio, video, and text editing tools. Two evening screenings in addition to regular class meetings. Prerequisites: EL 210, EL 245, JMC 125, or instructor permission.

**EL 342 British Women Writers**

3

Examines the contributions of familiar (e.g., Austen, Bronte, Woolf) and less familiar women writers of Britain. Considers literary history in light of recent revisions of that history. Periodic offering. Women's and gender studies elective; also listed as WGS 342.

**EL 344 Autobiographical Writing**

3

Practical and theoretical approaches to autobiography writing, including the personal essay. Readings in literary autobiography. Workshop format. Periodic offering.

**EL 345 Poetry Writing**

3

Advanced workshop in poetry composition, revision. Reading of current American poets. By application, portfolio. Prerequisite: EL 245. Fall and spring semester.

**EL 346W Essay Writing**

3

Advanced workshop in writing contemporary essay genres including experimental critical writing and the literary essay. Reading of current literary essays. Prerequisite: written communication course and one other writing course strongly suggested. Fall and spring semester.

**EL 347W Creative Nonfiction Writing**

3

Advanced workshop in memory-based or fact-based writing that is literary, employing stylistic devices of fiction and lyrical narrative poetry. Prerequisite: written communication course strongly recommended. Most semesters.

- EL 348 Literary Editing & Design** 3  
Exploration of editing and design for English majors interested in publishing. Overview of professional design software. Students produce a printed book and work on a nationally-distributed literary journal. Required: either sophomore status (or higher) or a declared English major. Fall semester.
- EL 349W 20th Century American Fiction** 3  
Significant American novelists from the World War I era to the contemporary era. Prerequisite: American Cultural Studies course strongly recommended.
- EL 351 Documentary/Avant Garde Film** 3  
Focusing mostly on ethical and aesthetic issues in documentary since Flaherty and Grierson in the 1930s, with emphasis on documentary filmmaking since the 1980s. A secondary emphasis on personal and experimental short films (e.g. Maya Deren and Brakhage). One evening per week for film viewing, in addition to regular class sessions.
- EL 352 World Cinema** 3  
Major movements and filmmakers from Europe, Asia and other regions (e.g., German Expressionism, French New Wave, Bergman, Kurosawa, Latin American film, Eastern European film). Film fee. Periodic offering. Also listed as EL 252.
- EL 358 Composition Theory** 3  
In this course students will read and discuss landmark essays and studies about composing processes and theories. Attention will be given to intellectual foundations of composition studies and current practice in the teaching of writing.
- EL 359 Contemporary Fiction From Eastern Europe** 3  
Study of about a dozen novels published recently (since 1985 in most cases) in Poland, the Czech Republic, Albania, Russia, Serbia, Hungary, Ukraine, Croatia, Bulgaria, and other countries in the region. Prerequisite: American Cultural Studies course strongly suggested.
- EL 360W 20th Century British Literature** 3  
The fiction of the British Isles from 1900 to the present.
- EL 361 20th Century British Poetry** 3  
Survey of modern and contemporary British poets (Yeats and Auden and later poets). Periodic offering.
- EL 362 The Bible as Literature** 3  
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches.
- EL 363 Seminar in Poetry of Witness** 3  
Seminar explores WWII and post-WWII European and Eastern European poets, along with more recent poets from Israel and Palestine. Focus on the transcendent, truth-telling role of poetry and art that bears witness to unthinkable cultural destruction.
- EL 368 Postcolonial British Literature** 3  
An examination of key texts and debates in postcolonial British writing. Representative areas and writers may include India (Kipling, Forster, Rushdie, Roy), the African Continent (Conrad, Achebe, Coetzee, Gordimer), Ireland (Joyce, Yeats, Bowen), and theory by Said, Spivak, and Bhabha. Prerequisite: American Cultural Studies course strongly recommended.
- EL 371W British Renaissance** 3  
Examination of the major poetry, plays, and prose of the period, excluding Shakespeare.



- EL 372W American Renaissance** 3  
Major figures of the extraordinarily rich blossoming of American literature, 1835-1860 (e.g., Emerson, Thoreau, Hawthorne, Melville, Whitman, and less lights).
- EL 373 Poe** 3  
See EL 273.
- EL 374W 17th Century British Poetry/Milton** 3  
English lyrics of the 17th century: metaphysical and cavalier (e.g., Donne, Herbert, Jonson, Marvell) plus Milton, with emphasis on "Paradise Lost". Prerequisite: EL 207. Periodic offering.
- EL 375W Victorian Literature** 3  
Seminar focusing on literary figures and genres of 19th-century Britain, including fiction, prose, poetry, autobiography and drama. Explores Victorian visual media and other popular print culture.
- EL 376W British Romanticism** 3  
Romantic literature in an age of revolution (e.g., Wollstonecraft, Blake, Wordsworth, Austen, Keats).
- EL 377W Modern Poetry** 3  
The revolution of Modernism in American poetry, 1910-1940 (e.g., Eliot, Pound, Williams, Stevens). Periodic offering.
- EL 378 Jane Austen** 3  
A seminar on Jane Austen's major works. Some literary background strongly suggested. Also listed as WGS 378. Periodic Jan Term offering.
- EL 382 Rhetorical Methods and Approaches** 3  
This course concerns the rationale, methods and applications of rhetorical criticism in English studies. Includes a survey of contemporary critical approaches to persuasive writing. Prerequisite: completion of written communication requirement and one other writing course recommended.
- EL 387 English Methods and Adolescent Literature** 3  
English methods, including theory and practice of teaching the writing process. Reading adolescent literature. Spring semester.
- EL 388 Structure and Development of the English Language** 3  
Review of traditional grammar, exposure to various new grammars, development of usage. Designed for prospective teachers. Prerequisite: junior standing. Fall and spring semesters.
- EL 390 Internship** 1-4
- EL 391 Independent Study** 1-4
- EL 395 Teaching Assistantship** 1-4
- EL 396 Topics in English** 1-3  
Selected upper-division topics in writing, film or literature. Periodic offerings.
- EL 401W Moby Dick** 3  
A close study of Herman Melville's leviathanic novel. Students will read "Moby Dick" twice in three weeks, become absolute masters of two chapters, and never be the same. Periodic Jan Term offering.

<b>EL 404 Anglo Saxon Literature and Culture</b>	<b>3</b>
Study of Anglo-Saxon poetry and prose in historical and cultural contexts, including a brief introduction of Old English grammar and translation. Also listed as HI 404.	
<b>EL 405W Chaucer and Medieval Literature</b>	<b>3</b>
Emphasis on Canterbury Tales (in Middle English). Other poetry and plays of the late medieval period will be read. Prerequisite: EL 207.	
<b>EL 420 Writing Center: Theory and Practice</b>	<b>3</b>
Initial training for Whitworth Writing Center consultants. Includes writing center theory and philosophy along with development of analytical insight into papers and interpersonal skills necessary for consulting. Prerequisite: faculty nomination and then completion of application and selection process. Fall semester.	
<b>EL 430 Holocaust Literature</b>	<b>3</b>
Study of works by Elie Wiesel and other writers of the Holocaust. Prerequisite: two literature courses strongly suggested.	
<b>EL 436 Francophone African Lit/Film</b>	<b>3</b>
Introduction to literature and film from French-speaking African countries after independence, including historical and cultural background. Also listed as FR 436. Periodic offering.	
<b>EL 442 Brontes and Gaskell Seminar</b>	<b>3</b>
Studies the creative works of the Bronte sisters and Elizabeth Gaskell within the context of 19th-century Britain.	
<b>EL 444 Advanced Writing Workshop</b>	<b>3</b>
Workshop/seminar for serious, self-motivated students who have completed EL 245, EL 304 and EL 345. Introduction to the major contemporary literary journals, on-line publications, writer's markets, and contemporary theory. Much of course devoted to developing a single substantial writing project.	
<b>EL 447 Shakespeare Seminar</b>	<b>3</b>
Special topics course on Shakespeare's dramatic and non-dramatic literature. Topics vary but will focus upon particular genres, historical contexts, and ideas in a limited number of plays.	
<b>EL 449W Postmodern Literature and Culture</b>	<b>3</b>
Readings in postmodern literature and theory, with attention to the break from aesthetic Modernism and to cultural dilemmas commonly informing postmodern texts. Prerequisite: EL 205, EL 206, EL 207, EL 208, or instructor permission; American cultural studies course strongly recommended.	
<b>EL 453 Introduction to Linguistics</b>	<b>3</b>
A general study of language content and systems, with primary focus on sounds, meaning, historical change, and social contexts. Spring semester, odd years.	
<b>EL 454 Russian Literature</b>	<b>3</b>
Russian fiction of the 19th century (e.g., Turgenev, Gogol, Dostoevsky, Tolstoy). Non-majors welcome. Periodic offering.	
<b>EL 460 Irish Literature</b>	<b>3</b>
Fiction, drama, poetry, and film by Irish artists (e.g., Joyce, Yeats, Bowen, Beckett) along with study of political and cultural contexts.	
<b>EL 465W English Novel</b>	<b>3</b>
The rise of the novel from 1720 through 1895 (e.g., Defoe, Fielding, Austen, Gaskell, Hardy).	
<b>EL 480 Field Studies</b>	<b>1-4</b>

<b>EL 484 Literary Criticism</b>	3
Learning to write from various critical perspectives. Major literary theories from Aristotle to the 21st Century. Prerequisites: two literature courses and junior standing strongly suggested. Spring semester, odd years.	
<b>EL 486 Readings</b>	1-4
<b>EL 490 Internship</b>	1-4
<b>EL 491 Independent Study</b>	1-4
<b>EL 494 Track III Portfolio</b>	0
<b>EL 495 Teaching Assistantship</b>	1-4
<b>EL 497 Medieval and Early Modern Studies Senior Portfolio</b>	1
Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as HI 497. Spring semester.	
<b>EL 498 Senior Portfolio</b>	1
Capstone colloquium for English majors, including revision and submission of their best work in portfolio form. Fall semester.	

## Humanities Courses

<b>HU 191 Independent Study</b>	1-3
<b>HU 196 Selected Topics</b>	1-3
<b>HU 200 Introduction to Culture British Isles - Abroad</b>	1
This course will provide a survey of the art, history, and literature of England, Ireland, Scotland, and Wales. Required for and exclusive to students participating in the British Isles Study Program. Jan Term, every third year - or spring semester preceding the program (2011).	
<b>HU 201 International Films</b>	1
Professors from different disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions and film history. Fall semester.	
<b>HU 202 Classic American Films</b>	1
Seven American films, from the 1940s through the 1980s, introducing students to important American classics. Attendance & participation required. Meets every other week. Four short papers. 1 credit. Spring semester.	
<b>HU 291 Independent Study</b>	1-4
<b>HU 302 French Civilization - Abroad Program Preparation</b>	2
A survey of French history from the Gauls and Romans through the 19th century, with emphasis on contemporary French culture. Required for and exclusive to students participating in the France Study Program. Fall semester, every third year preceding the program.	



# General Education/Core



## General Education/Core

### Core/Worldview Studies

Core courses are interdisciplinary, thematic courses designed to acquaint Whitworth students with the definitions and implications of Christian and non-Christian worldviews. All degree seeking matriculated day students are required to take CO 150, CO 250, and CO 350 as part of the general graduation requirements.

### Core Courses

#### CO 150 Western Civilization I: Christian Worldview Perspective

4

The initial Worldview course focuses on theology and anthropology, the nature of God and humanity. The course emphasizes key theological concerns and how those concerns work themselves out in daily life. Issues to be explored include Jewish and Christian theological assumptions about God, humans, and their implications for ethics, work, leisure, creativity, diversity, scientific inquiry, resource allocation, global citizenship, and technological innovation.

#### CO 250 Western Civilization II: The Rationalist Worldview

4

The guiding foci for this second course are epistemology/hermeneutics and metaphysics, the nature of knowledge and reality and the interpretation of such knowledge. Examination of epistemological/hermeneutical or metaphysical assumptions and their practical outworking in human affairs whether evident in the humanities, the arts, or the sciences are explored.

#### CO 300 Reason/Knowing: Nature and Human Nature

4

This worldview course for Continuing Studies students focuses on epistemology, metaphysics and human nature questions within the complex traditions of Christian and Rationalist worldviews from the Hebrews and Greeks in ancient times through the 19th and 20th century challenges to Rationalist assumptions.



<b>CO 350 Western Civilization III: Applied Ethics, Public Policy and Worldviews</b>	4
Ethics and politics become windows through which one explores the ways that biblical virtues such as justice, compassion, mercy, equity, humility, and integrity offer viable alternatives to the cultural norms evident in contemporary Western culture. A wide variety of specific issues with appropriate historical and scientific contextualizations are included in the discussion, such as racism, sexism, poverty, media and the arts, and challenges presented by technology.	
<b>CO 391 Independent Study</b>	1-4
<b>CO 395 Teaching Assistantship</b>	1-4
<b>CO 396 Faculty Assistant</b>	1-3
<b>CO 491 Independent Study</b>	1-4
<b>CO 495 Teaching Assistantship</b>	1-4

## General Education Courses

<b>GE 105 Intellectual Passport</b>	0.5
The course provides opportunity for faculty and visiting lecturers and artists to apply their disciplines and concepts to issues in our society and the world. Credit is based on attendance at 13 events.	
<b>GE 125 First Year Seminar</b>	1
Presentations and discussions are designed to inform freshmen about the university's traditions and procedures and to help them become a part of the Whitworth community. Required of all first-term freshmen.	
<b>GE 130 College Study-Skills Development</b>	3
Development of study and thinking patterns that will allow the student to become independent scholars and critical thinkers. Designed for non-traditional age students returning to college. Periodic offering.	
<b>GE 131 Academic Success Strategies</b>	0
This course is designed for students who have 1) been placed academic probation in a previous term or 2) have received multiple midterm grades during a term. It provides individualized assistance to a student to ensure academic success at Whitworth. No credit.	
<b>GE 148 Planning: Major/Career</b>	1-3
Explores and defines personal interests, values, goals and personality in relation to choosing a major. Provides specific information on career and job opportunities to help students make career choices and other major decisions. Periodic offering.	
<b>GE 191 Independent Study</b>	1-4
<b>GE 196 Topics: General Studies</b>	1
<b>GE 250 International Student Pre-Registration</b>	12
<b>GE 280 Field Studies</b>	1-4
<b>GE 290 Internship</b>	1-4

<b>GE 291 Independent Study</b>	1-4
<b>GE 303 Latin American Prep Course</b>	1
Preparation for the Latin American Study Program.	
<b>GE 304 Maximizing Study Abroad</b>	2
<b>GE 310 Portfolio Development Seminar</b>	1
Seminar to provide students a starting point from which they can reflect on personal learning that has occurred outside the traditional classroom and determine how and if it is appropriately equivalent to college-level learning. Prerequisite: assessment in degree-completion program.	
<b>GE 325 Transfer Seminar</b>	1
Presentations and discussions are designed to inform transfer students about the university's traditions and procedures and to help them become a part of the Whitworth community. Suggested for all Transfer students. Fall and spring semester.	
<b>GE 330 Community Leadership Training</b>	1
A survey of topics related to effective community leadership, such as characteristics of community, conflict management, valuing diversity. Attention is given to development of applicable skills. Fall and spring semesters.	
<b>GE 380 Field Studies</b>	1-4
<b>GE 386 Readings</b>	1-4
<b>GE 390 Internship</b>	1-4
<b>GE 391 Independent Study</b>	1-4
<b>GE 395 Teaching Assistantship</b>	1-4
<b>GE 396 Topics: General Studies</b>	1-3
<b>GE 440 Senior Capstone</b>	3
Life changes dramatically after the college years. Starting post-college life well can provide permanent benefits. The focus of this course will be on the information, attitudes, skills and patterns needed to be successful in a very different world than one that has been dominated by formal education. Periodic offering.	
<b>GE 480 Field Studies</b>	1-4
<b>GE 486 Readings</b>	1-4
<b>GE 491 Independent Study</b>	1-4
<b>GE 495 Teaching Assistantship</b>	1-4

# Health Sciences

The Whitworth Health Sciences Department offers majors in health science (for both a B.S. and a B.A.), athletic training, and nursing.



The mission of the Whitworth Health Sciences Department is to equip its graduates to serve humanity through study of the form and function of the human body and the body's connection to health and wellness. Through a curriculum that integrates theory and practice, graduates will be able to appreciate this relationship both critically and creatively and will learn to apply it to various health-related fields.

The learning outcomes of this major prepare graduates to:

- identify their gifts and interests and learn how these can be used to serve humanity and the greater good of the communities in which we live;
- begin to understand and appreciate the human body's relationship to health and wellness through science, theory and application;
- demonstrate communication skills necessary to teach others effectively and accurately about human health and wellness in a variety of organizational and institutional settings;
- demonstrate critical-thinking skills and the ability to access and evaluate relevant health information and resources;
- demonstrate the interpersonal skills required to work cooperatively with individuals and groups on issues related to the human condition;
- begin to understand cultural, ethical and professional considerations related to health and wellness;
- develop a worldview that integrates students' spiritual and ethical values with their vocational calling;
- experience a health-related internship that clarifies career goals and provides practical preparation for students' careers.

Health Sciences

## Requirements for a Health Science Major, B.S. and B.A. (61)

Major Core Courses		
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 204	Medical Microbiology (lab not required)	3
CH 161	General Chemistry I	3
or CH 101	Introduction to Chemistry	
CH 161L	General Chemistry I Lab	1

or CH 101L	Introduction to Chemistry Lab	
CH 181	General Chemistry II	3
or CH 102	Bioorganic Chemistry	
CH 181L	General Chemistry II Lab	1
or CH 102L	Bioorganic Chemistry Lab	
HS 179	Foundations of Health Sciences	3
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 315	Nutrition	3
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	3
HS 361	Community Health	3
HS 362	Personal Health	3
HS 365W	Evidence Based Health Science	3
HS 498	Senior Seminar	3
One credit of internship is required (390 or 490)		1
HS 390	Internship	
HS 490	Internship	
Students must take a minimum of twelve credits from major electives		12

## Major Electives

- Classes identified in the catalog as recommended for "Preparation for Health Professions" may also qualify as major electives
- Courses should be selected in consultation with advisor, and based on post-graduate goals

## Electives for B.S. in Health Science (must take a minimum of 12 credits)

BI 141	General Biology II: Organismal Biology	4
BI 141L	General Biology II: Organismal Biology Lab	0
BI 230	Introductory Biochemistry	3
BI 350	Comparative Vertebrate Anatomy	4
BI 350L	Lab: Comparative Vertebrate Anatomy	0
BI 363	Genetics	4
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
AT 332	Pathophysiology and Modalities in Athletic Training	2
AT 332L	Lab: Pathophysiology & Modalities	0
AT 334	Physical Examination of the Lower Extremities in Athletic Training	3
AT 334L	Lab: Lower Extremities in Athletic Training	0
AT 335	Physical Examination of the Upper Extremities in Athletic Training	3
AT 335L	Lab: Upper Extremities in Athletic Training	0
AT 336	Medical Issues in Athletic Training	3
AT 432	Therapeutic Exercise	2
HS 390	Internship (1-3 credits)	1-3

HS 410	Chronic Disease Epidemiology and Prevention	3
HS 433	Principles of Conditioning and Nutrition	3
HS 490	Internship (1-3 credits)	1-3

## Electives for B.A. in Health Science (must take a minimum of 12 credits)

PY 210	Developmental Psychology	3
PY 236	Biological Psychology	3
PY 357	Developmental Psychopathology	3
PY 358	Psychopathology	3
SO 271	Introduction to Social Welfare	3
SO 275	Population, Environment and Society	3
SO 368	The Helping Process in Social Services	3
HS 390	Internship (1-3 credits)	1-3
HS 410	Chronic Disease Epidemiology and Prevention	3
HS 433	Principles of Conditioning and Nutrition	3
HS 490	Internship (1-3 credits)	1-3

## Athletic Training Education

### MISSION STATEMENT

The mission of the Athletic Training Education Program at Whitworth University is to equip students with the knowledge and skills necessary to become proficient and professional entry-level athletic trainers. This is accomplished through high quality instruction and experiences that model ethical practice, effective communication and compassion. The program utilizes a holistic approach in developing multi-dimensional healthcare professionals and servant-leaders within the context of a Christian liberal-arts environment.

### EXPECTED STUDENT OUTCOMES

#### Graduates of the Whitworth University athletic training program will:

- Understand the role of an athletic trainer as a health care provider within the larger context of the continually evolving health care system.
  - Work in collaboration with other health care providers
  - Communicate effectively with all those involved in health care of the patient, both in oral and written form
  - Recognize when referral of a patient to another health care provider is warranted and facilitate that referral
- Incorporate ethical, moral and legal behavior into the practice of athletic training.
  - Abide by the Standards of Practice established by the Board of Certification
  - Abide by the NATA Code of Ethics
- Appreciate the value and nature of incorporating personal faith into vocational practice.
- Develop competence in evidence-based clinical practice.
  - Establish habits that will result in life-long learning and professional development
  - Recognize quality evidence from a variety of sources and incorporate into practice
  - Recognize unknown areas as problem-solving opportunities and engage in critical analysis in attempt to provide solutions
- Demonstrating contemporary knowledge and skill in the comprehensive examination, assessment, management and rehabilitation of patients with injuries.
- Demonstrate contemporary knowledge and skill in the comprehensive examination, assessment, management and treatment of patients with illnesses as they pertain to an active lifestyle.
- Achieve 100% ultimate pass rate on the BOC exam for those who continue to attempt it.
- Invest in and promote the profession of athletic training or other chosen vocation
  - Remain members of the NATA or respective professional guild
  - Advocating for changes in laws, regulations, standards and guidelines that affect athletic training and/or respected vocation



9. Support their professional community by assuming a service and/or leadership role in an area that impacts the practice of athletic training or respective vocation.

## EXPECTED FACULTY OUTCOMES

**Faculty of the Whitworth University athletic training program will:**

1. Abide by the Standards of Practice established by the Board of Certification
2. Abide by the NATA Code of Ethics
3. Integrate their Christian faith to their teaching and practice of athletic training.
4. Maintain an ongoing commitment to evidence based practice in teaching, clinical practice, service and scholarship.
5. Maintain active Washington licensure and membership in the National Athletic Trainers' Association.
6. Assume a service and/or leadership role in an area that impacts the practice of athletic training.

## Requirements for Athletic Training Major, B.S. (56)

This is a limited-enrollment major. Applicants for admission to the athletic training major are evaluated on the following criteria:

1. Current enrollment or completion of AT 270 and 271 with a grade of "B" or higher
2. Demonstration of professional decorum and dispositions
3. Minimum cumulative GPA of 2.75 at Whitworth University for full admission. Applicants with a GPA less than 2.75 but above 2.5 may be admitted conditionally. Transfer students must meet GPA requirements at Whitworth.
4. A completed application form and two written recommendations
5. A written essay providing the requested information
6. Submission of completed medical records including health history and pre-entrance physical examination verifying that the student is able to meet the physical and mental requirements - with or without reasonable accommodation - of an athletic trainer
7. Completion of the Technical Standards form that can be obtained at [www.whitworth.edu/athletictraining](http://www.whitworth.edu/athletictraining) and in the Athletic Training Student Policy and Procedure Manual
8. Copies of CPR/AED for the Professional Rescuer and First Aid certification cards (or current enrollment in AT 270)
9. No grade below "C" in any course in the athletic training major
10. Commitment to six semesters of didactic and clinical education
11. Possible personal interview

## Athletic Training, B.S. (56)

Prerequisites prior to admission to the program:

AT 270	Emergency Response	2
AT 271	Introduction to Athletic Training	2

Courses to be completed after admission to athletic training major:

HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 320	Structural and Mechanical Kinesiology	4
HS 326	Exercise Physiology	3
AT 332	Pathophysiology and Modalities in Athletic Training	2
AT 333	Organization and Administration of Athletic Training	3
AT 334	Physical Examination of the Lower Extremities in Athletic Training	3
AT 335	Physical Examination of the Upper Extremities in Athletic Training	3
AT 336	Medical Issues in Athletic Training	3
HS 362	Personal Health	3

HS 365W	Evidence Based Health Science	3
AT 432	Therapeutic Exercise	2
HS 433	Principles of Conditioning and Nutrition	3
Twelve credits of Clinical Experience		12
AT 283	Clinical Experience I	
AT 284	Clinical Experience II	
AT 383	Clinical Experience III	
AT 384	Clinical Experience IV	
AT 483	Clinical Experience V	
AT 484	Clinical Experience VI	
Recommended:		
AT 338	Sports Medicine Study Program: Preparation	
AT 339	Seminar in Sports Medicine: Japan	
CH 101	Introduction to Chemistry	
HS 361	Community Health	
KIN 400	Tests and Measurements	
KIN 465	Motor Development, Control and Learning	
PY 101	Introductory Psychology	
PS 121	Concepts of Physics	

A grade of "C" or higher in all major required courses is required for athletic training majors

## Athletic Training Courses

<b>AT 270 Emergency Response</b>	2
First-aid and safety procedures. Emergency response and CPR certificates from the Red Cross awarded to those who qualify. Lab required.	
<b>AT 271 Introduction to Athletic Training</b>	2
Survey of the profession of athletic training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab required.	
<b>AT 271L Lab: Introduction to Athletic Training</b>	0
<b>AT 283 Clinical Experience I</b>	2
Clinical experience in athletic training	
<b>AT 284 Clinical Experience II</b>	2
Clinical experience in athletic training	
<b>AT 291 Independent Study</b>	1-4
<b>AT 332 Pathophysiology and Modalities in Athletic Training</b>	2
Analysis of the physiological response to injury and the effects of therapeutic modalities and rehabilitation on damaged tissues. Prerequisites: AT 270, 271 and HS 220. Lab required.	
<b>AT 332L Lab: Pathophysiology &amp; Modalities</b>	0

<b>AT 333 Organization and Administration of Athletic Training</b>	3
This course is designed to expose students to the organization and administration concepts of athletic training. Content includes management, leadership, legalities, historical perspectives, motivation and technology.	
<b>AT 334 Physical Examination of the Lower Extremities in Athletic Training</b>	3
Intense in-depth study of the lower extremities including physical examinations, injury recognition, treatment, taping, bracing, and rehabilitation. Lab required.	
<b>AT 334L Lab: Lower Extremities in Athletic Training</b>	0
<b>AT 335 Physical Examination of the Upper Extremities in Athletic Training</b>	3
Intense in-depth study of the trunk, head, face and upper extremities, including physical examinations, injury recognition, emergency treatment, taping, bracing and rehabilitation. Lab required.	
<b>AT 335L Lab: Upper Extremities in Athletic Training</b>	0
<b>AT 336 Medical Issues in Athletic Training</b>	3
This course addresses current medical issues that pertain to athletic training. Content includes sports pharmacology, physiological considerations, common illnesses and special concerns. Lab required.	
<b>AT 338 Sports Medicine Study Program: Preparation</b>	1
This preparatory course is designed to equip students for participation in the AT 339 Seminar in Sports Medicine: Japan program. Content includes basic language instruction, cultural nuances, healthcare differences and Japanese religions.	
<b>AT 339 Seminar in Sports Medicine: Japan</b>	1-3
Comparative analysis of Eastern and Western philosophies of athletic health care. Conducted at various locations in Japan. May Term, odd years.	
<b>AT 383 Clinical Experience III</b>	2
Clinical experience in athletic training.	
<b>AT 384 Clinical Experience IV</b>	2
Clinical experience in athletic training.	
<b>AT 391 Independent Study</b>	1-4
<b>AT 395 Teaching Assistant</b>	1-3
<b>AT 432 Therapeutic Exercise</b>	2
Instruction on the effective application of therapeutic exercise in order to achieve symptom-free movement and function. Content includes basic principles of exercise, therapeutic effects of exercise, functional evaluation of performance, goniometric measurements and manual muscle testing. Lab required. Fall semester.	
<b>AT 483 Clinical Experience V</b>	2
Clinical experience in athletic training.	

<b>AT 484 Clinical Experience VI</b>	2
Clinical experience in athletic training.	
<b>AT 490 Internship</b>	1-4
<b>AT 491 Independent Study</b>	1-4
<b>AT 495 Teaching Assistant</b>	1-3

## Health Science Courses

<b>HS 179 Foundations of Health Sciences</b>	3
Foundations of the Health Sciences introduce students to the exploration of careers in the Health Sciences. Through self-evaluation, and critical analysis, students will be introduced to a variety of Health Science related professions. This introductory course is designed for 1st and 2nd year students and is offered each Jan Term.	
<b>HS 185 Medical &amp; Anat. Terminology</b>	2
Designed to help students understand health care related language, and prepare for HS 220 & HS 221. Medical terms, abbreviations, prefixes, suffixes, and root words will be examined as they related to body systems, medical disorders, and health care. Summer.	
<b>HS 220 Anatomy and Physiology I</b>	4
Gross anatomy and physiological applications of the integumentary, skeletal, muscular, respiratory, and nervous systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Lab fee. Prerequisite: sophomore standing. Fall semester.	
<b>HS 220L Lab: Anatomy &amp; Physiology I</b>	0
<b>HS 221 Anatomy and Physiology II</b>	4
Gross anatomy and physiological applications of the cardiovascular, lymphatic, endocrine, digestive, urinary, and reproductive systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts and physiological assessments. Designed for students in nursing, athletic training, and kinesiology as well as other allied health programs. Lab required. Lab fee. Prerequisite: HS 220. Spring semester.	
<b>HS 221L Lab: Anatomy &amp; Physiology II</b>	0
<b>HS 290 Internship</b>	1-4
<b>HS 315 Nutrition</b>	3
Consideration of nutrients and their functions in the body. Discussion of nutrition and health, clinical applications of nutrition, facts and fallacies about diet. Prerequisite: CH 101 or 161. Fall semester, Jan Term.	
<b>HS 320 Structural and Mechanical Kinesiology</b>	4
A study of human motion, emphasizing analysis of joint and muscular action and the application of biomechanical principles for sport skills common to physical education and athletics. Lab required. Prerequisite: HS 220 and HS 221. Fall and spring semester.	

<b>HS 326 Exercise Physiology</b>	3
The study of theory and practical application of exercise as it applies to the human body. Lab required. Prerequisite: HS 220 and HS 221. Fall semester.	
<b>HS 326L Exercise Physiology Lab</b>	0
<b>HS 361 Community Health</b>	3
Current issues in health, including the health care system and wellness and illness. Fall and spring semester.	
<b>HS 362 Personal Health</b>	3
Current issues related to substance use and abuse, sexuality and life cycles. Fall and spring semester.	
<b>HS 365W Evidence Based Health Science</b>	3
An exploration of research methods, critical appraisal, and the use of evidence to guide practice in a variety of health-related fields. Students will learn to formulate a clear clinical question based on personal area of interest, conduct a relevant literature review, and be able to synthesize the evidence to determine best practice. Prerequisite: HS 326. Spring semester.	
<b>HS 390 Internship</b>	1-4
<b>HS 391 Independent Study</b>	1-4
<b>HS 395 Teaching Assistantship</b>	1-4
<b>HS 396 Topics in Health Science</b>	1-4
Selected upper-division topics in health science.	
<b>HS 410 Chronic Disease Epidemiology and Prevention</b>	3
Survey of major chronic diseases, risk factors, epidemiology, and various public health approaches (e.g. nutrition, physical activity, behavioral interventions and alternative therapies). Conditions include: cancer, cardiovascular disease, diabetes, kidney disease, lung diseases, neurologic disorders, musculoskeletal diseases, and metabolic syndrome. Prerequisites: HS 326, HS 361 and HS 362.	
<b>HS 433 Principles of Conditioning and Nutrition</b>	3
Development of proficiency in the theory, design, and implementation of conditioning programs. Instruction will include nutritional consideration and ergogenic aids for physical conditioning. Prerequisite: HS 320 and HS 326. Fall and spring semesters.	
<b>HS 490 Internship</b>	1-4
<b>HS 491 Independent Study</b>	1-4
<b>HS 495 Teaching Assistantship</b>	1-4
<b>HS 498 Senior Seminar</b>	3
Exploration of issues and mechanisms of health professional accountability, a humanistic basis of healthcare, cultural competence, social justice issues in healthcare, basic health policy principles, principles that guide ethical decision-making, patient rights, and healthcare professional duties. Senior standing. Fall and spring semester.	



# Health Professions

## Preparation for Health Professions

[www.whitworth.edu/healthprofessions](http://www.whitworth.edu/healthprofessions)

Whitworth has a long history of preparing students for careers and graduate programs in the health professions such as athletic training, chiropractic, dental, medical, nursing, pharmacy, physical therapy and veterinary medicine. Recent graduates have been accepted into professional schools at the following institutions:

Albert Einstein College of Medicine  
A.T. Still University  
Bastyr University  
Central Washington University  
Creighton University  
Des Moines University  
Eastern Washington University  
Hastings College  
Idaho State University  
Indiana University  
Jefferson University  
Loma Linda University  
Mayo School of Health Sciences  
Mayo Graduate School of Medicine  
Michigan State University  
Midwestern University  
Oregon Health and Science University  
Palmer College of Chiropractic  
Rosalind Franklin University  
Saint Louis University

San Jose University  
Stanford University  
Touro University  
University of Arizona  
University of Edinburgh, Scotland  
University of Hawaii  
University of Indiana  
University of Indianapolis  
University Nevada, Las Vegas  
University of Oregon  
University of Pennsylvania  
University of Pittsburgh  
University of Southern California  
University of Utah  
University of Virginia  
University of Washington  
Utah State University  
Washington State University  
Western University of Health Sciences

Choosing to pursue a career or graduate program in the health and wellness arena connects itself beautifully to the mission of Whitworth University: equipping graduates to honor God, follow Christ and serve humanity. Whitworth's rigorous liberal arts education gives students a broad knowledge base and a set of analytical, critical-thinking, and communication skills that enable them to thrive in graduate school and in their chosen careers. During their time at Whitworth, students are encouraged to explore new areas of interest and to choose a major that focuses on an area that is most exciting to them. Most health-related graduate programs accept students from all majors and disciplines, as long as they have taken the required prerequisite courses. Therefore, all students preparing for health professions or careers are encouraged to work closely with an advisor in their chosen major and the health professions advisor (listed below their program's title) to develop a curriculum that prepares them to take the Medical College Admission Test (MCAT), the Dental Admission Test (DAT), the Graduate Record Examination (GRE), and/or to apply to the graduate school of their choice.

Specific prerequisites for programs may differ; it is the student's responsibility to check the prerequisites for the institution to which s/he wishes to apply. The following are some examples of health professions and the suggested courses for entrance into these graduate programs.

### Pre-Chiropractic

Advisor: Mike Ediger

Chiropractic schools vary widely in their prerequisites. Check with your advisor and the DC school in which you are interested for more specific courses required. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

### Pre-Dentistry

Advisors: Karen Stevens, Mike Sardinia

The following courses are usually required for pre-dentistry students:

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
PS 151	General Physics I	3
PS 153	General Physics II	3
One year of college English		3
Other courses strongly suggested for some schools (such as the University of Washington Dental School):		
BI 204	Medical Microbiology	3
BI 354	Developmental Biology	4
CH 401	Biochemistry I	3

## Pre-Medicine

Advisors: Karen Stevens, Mike Sardinia.

The following courses are usually required for pre-medicine students:

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
MA 171	Calculus I	4
MA 172	Calculus II	4
PS 151	General Physics I	3
PS 153	General Physics II	3
One year of college English		3
Other courses strongly suggested:		
BI 323	Animal Physiology	4
BI 363	Genetics	4
CH 403	Biochemistry II	3

## Pre-Med Tech

Advisor: Kerry Breno

Please see your advisor for specific course recommendations.

## Pre-Pharmacy

Advisors: Karen Stevens, Mike Sardinia

*Note: Pharmacy schools vary widely in their prerequisites. Check with your advisor and the pharmacy school in which you are interested for more specific courses required.*

The following set of courses is recommended for all pre-pharmacy students:

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
One year of college English		3
One of the following:		
BI 204	Medical Microbiology	
BI 347	Microbial Physiology	

## Pre-Physical Therapy

Advisor: Mike Ediger

The prerequisite courses of professional physical therapy programs vary by institution. The list of courses below is based on the requirements for the more rigorous programs that Whitworth students consider. The student is responsible to check the prerequisites of potential programs at [www.apta.org](http://www.apta.org) (<http://www.apta.org>) before planning the course of study at Whitworth in consultation with the pre-PT advisor.

CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
or BI 230	Introductory Biochemistry	
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
HS 220	Anatomy and Physiology I	4
BI 204	Medical Microbiology	3
or BI 347	Microbial Physiology	
HS 221	Anatomy and Physiology II	4
Upper-division courses in biology, such as Genetics, Animal Physiology, or Developmental Biology		
MA 171	Calculus I	4
MA 256	Elementary Probability and Statistics	3
PS 151	General Physics I	3

PS 153	General Physics II	3
PY 101	Introductory Psychology	3
SO 120	Introduction to Sociology	3
One year of college-level writing		3

## Pre-Physician Assistant

Advisor: Mike Ediger

Schools for physician assistants vary widely in their prerequisites. Check with your advisor and the PA school in which you are interested for more specific course requirements. Also, meet with your advisor regularly to develop an academic plan that meets your interests and goals.

## Pre-Veterinary

Advisors: Mike Sardinia

The following courses are usually required for pre-veterinary students:

BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
BI 363	Genetics	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
CH 278	Organic Chemistry II	3
CH 278L	Organic Chemistry II Lab	1
CH 401	Biochemistry I	3
CH 401L	Biochemistry I Lab	1
CH 403	Biochemistry II	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
PS 151	General Physics I	3
PS 153	General Physics II	3

Other courses strongly suggested:

BI 323	Animal Physiology	4
BI 347	Microbial Physiology	4
BI 350	Comparative Vertebrate Anatomy	4
BI 354	Developmental Biology	4

# History

The study of history is recognized as one of the critical experiences toward becoming a well-rounded person, an engaged citizen, and a competent professional in a number of fields. The study of the past offers a profound opportunity to understand more fully the individuals, forces and events that have shaped the world.



The mission of the Whitworth Department of History is to provide an education of the mind and heart for undergraduate students through rigorous and sustained study in the discipline of history. The department seeks to exemplify the highest professional standards of historical study by providing excellent teaching, promoting scholarly research, and producing graduates who are competent to engage positively the communities in which they live and work. The department desires to graduate students who are not only conversant with the knowledge and skills associated with advanced study in the liberal arts, but who also seek justice and compassion born of a perspective based on a Christian foundation and sharpened by their study of history.

The learning outcomes of this major prepare the student to do the following:

- Attain pre-professional skills in historical content, interpretation, geographical and statistical literacy, writing, reading and oral communication.
- Develop a sense of historical-mindedness via cross-cultural and international opportunities, field experiences, and academic coursework.
- Explore vocational opportunities in the field of history by connecting academic preparation to the world of work.
- Achieve competence in addressing matters of faith, virtue and ethics within the discipline of history compassionately and consistently, emphasizing the importance of worldview thinking in the process.

A history degree prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including some for which there are tests such as the Praxis (education certification), the LSAT (law school admission), and the GRE (required by most graduate schools in most fields). Majors are urged to speak with their advisors about online or other preparation for such tests.

## Requirements for a History Major, B.A. (45)

HI 101	The Mediterranean World	3
HI 102	The Pacific World	3
HI 181	The Atlantic World	3
HI 182	The United States in a Global Context	3
HI 210	Becoming a Historian	3



HI 498W	Senior Seminar in History	3
Two upper-division American history courses:		6
HI 309	History of Vietnam War	
HI 357	Rise of Modern America: 1877-1945	
HI 358	American Journey 1945-PRESENT	
HI 361	American Revolution and the New Nation	
HI 362	Slavery and the Civil War	
HI 384W	Pacific Northwest History *	
HI 410W	American Intellectual History	
*For teacher certification in Washington state, HI 384W is required		
Two upper-division European history courses:		6
HI 315	Medieval Europe	
HI 328	European Myths of Identity	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI 366	Modern Russia and the Soviet Union	
HI 377	The French Revolution	
HI 396	Topics in History	
HI 425	Holy War in Europe	
Two upper-division courses selected from the following:		6
HI 325	History of Latin America	
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 348	Medieval Islam	
HI 366	Modern Russia and the Soviet Union	
or PO 366	Modern Russia and the Soviet Union	
Three elective courses in history (with advisor approval one history-related course may be from another department)		9

One major research paper

A minimum of two courses in the major must be at the-400 level.

Require one of the following: field experiences [e.g. student teaching], or internship, or study abroad, or foreign language [at least two years of one language, or one year each of two languages].

## History and Social Studies

### Requirements for a History/Social Studies Major, B.A. (44)

The Whitworth Department of History desires to equip the next generation of public and private school teachers with a broad interdisciplinary education rooted in a solid foundation in history appropriate to the K-12 programs. We provide coursework that will give students the necessary background in history and the social sciences and thus prepare them for the Washington state competency exams in the social sciences. Students are encouraged to pursue website practice opportunities prior to taking the state exams.

All endorsements subject to change; see School of Education for updated requirements:

Must meet Washington state endorsement requirements for teaching history.

HI 101	The Mediterranean World	3
HI 102	The Pacific World	3
HI 181	The Atlantic World	3
HI 182	The United States in a Global Context	3
PO 102	American National Politics	3

PO 151	International Relations	3
SO 120	Introduction to Sociology	3
One of the following:		3
EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC 245	Economics of Social Issues	
* Prerequisite of MA 158 or MA 171		
HI 384W	Pacific Northwest History	3
One course in European history		3
One course in non-Western history		3
Two approved history electives		6
At least four history courses must be at the upper-division level.		
HI 210	Becoming a Historian	3
For teacher certification, the following additional course is required:		
EDU 453	Social Studies in Secondary School	2

## Allied Programs with Other Departments

### Requirements for an American Studies Major, B.A. (45)

American studies is an interdisciplinary major. Students will examine American society through the study of history, politics, literature and sociology. Graduates are encouraged to pursue employment in a broad number of professions, as well as graduate studies in a wide variety of fields.

HI 181	The Atlantic World	3
HI 182	The United States in a Global Context	3
PO 102	American National Politics	3
EL 205	American Literature Before 1865	3
Other-disciplinary view of American culture:		6
HI 212	American Popular Culture	
HI 228	Identity, Race, and Power in American Life	
SO 120	Introduction to Sociology	
TH 323	Religion in American Public Life	
Two-300-level American-literature courses		6
Two of the following:		6
HI 309	History of Vietnam War	
PO 334	Gender, Politics and Law	
HI 357	Rise of Modern America: 1877-1945	
HI 358	American Journey 1945-PRESENT	
HI 361	American Revolution and the New Nation	
HI 362	Slavery and the Civil War	
Two courses in American intellectual development:		6
HI 410W	American Intellectual History	
PO 364W	American Constitutional Law	
PO 434W	American Political Thought	
Two approved electives chosen in consultation with an advisor		6
One of the following:		3
HI 498W	Senior Seminar in History	
PO 498W	Senior Seminar	
An internship, if possible, is highly recommended. At least one "W" course is required in the major.		

## Requirements for a Cross-Cultural Studies Major, History Emphasis, B.A. (47-50)

In cooperation with other departments, the cross-cultural studies major, history emphasis, is designed for those who seek an interdisciplinary education with a strong foreign-language component in the study of cultures different from one's own. This program works well for those engaged in significant study-abroad learning while at Whitworth.

HI 101	The Mediterranean World	3
HI 102	The Pacific World	3
HI 210	Becoming a Historian	3
Choice of one social science course from among the following:		3-4
EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC 245	Economics of Social Issues	
PO 240	Comparative Politics	
SO 200	Introduction to Cultural Anthropology	
* Prerequisite of MA 158 or MA 171		
Two upper-division area studies courses in history:		6
Africa		
Asia		
Europe		
Latin America		
Russia		
One course in fine arts and the humanities		3
Course to be decided on the basis of consultation with an advisor from the following: art history, literature or fine arts (music, theatre, art).		
One course in area studies outside history department		3
Course to be decided on the basis of consultation with an advisor from the following: sociology, economics, political science or theology.		
Foreign Language		14-16
A four-course sequence in second- and third-year French, German, or Spanish; when language offerings are limited, students should complete the total credits in a combination of two languages as approved by an advisor.		
Foreign Study		9
Courses of study in culture and language other than the student's own. Courses should be in history, political science, sociology, literature, the arts, or among the established courses of Whitworth semester-abroad programs.		

## Requirements for an International Studies Major, History Emphasis, B.A. (46)

The Whitworth Department of History offers this interdisciplinary program designed to encourage the development of a solid foundation of history coupled with coursework in foreign languages, political science, area studies and economics that will assist the students in developing skills necessary for work in the international context of non-governmental organizations; business, military, diplomacy, travel and other forms of international work.

### Core Requirements:

HI 102	The Pacific World	3
or HI 181	The Atlantic World	
HI 182	The United States in a Global Context	3
HI 210	Becoming a Historian	3
PO 151	International Relations	3
One economics class from among the following:		3

EC 210	Principles of Microeconomics *	
EC 211	Principles of Macroeconomics *	
EC 245	Economics of Social Issues	
* Prerequisite of MA 158 or MA 171		
PO 240	Comparative Politics	4
HI 498W	Senior Seminar in History	3
Two electives from among the following, with one course in history and political science:		6
HI 209	History of Vietnam War	
PO 209, 309	History of Vietnam War	
HI 231	World at War: 1900-1945	
PO 297	Nonviolent Defense and Conflict Resolution	
HI 348	Medieval Islam	
HI 354	Colonialism and Globalization	
PO 463	American Foreign Policy	
HI 377	The French Revolution	
PO 423W	Marxism and the Socialist World	
PO 353	International Political Economy	
PO 425W	International Development	
Six semester credits of modern language		6
(Courses must be at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish. The goal is to become functional in the use of language.)		
Three courses in area or regional studies:		9
(A two-course sequence is recommended.)		
HI 304W	Political History of Beijing	
HI 305W	Cultural Odyssey of China	
HI 325	History of Latin America	
HI 345	Cultural History of China and Japan	
HI 346	Modern China and East Asia	
HI 348	Medieval Islam	
HI 354	Colonialism and Globalization	
HI 364	Medieval Russia: Mongols and Madmen	
HI/PO 366	Modern Russia and the Soviet Union	
PO 307	Latin American Politics	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346	Contemporary China and East Asia	
SO 238	Sociology of Middle-Eastern Society	
One course from among the following theory and concept courses:		3
EC 425	Economic Development	
HI 328	European Myths of Identity	
PH 256	Asian Philosophy	
PO 353	International Political Economy	
PO 445	Revolution in History	
SP 398	Intercultural Communication	
TH 370	World Religions	

Study abroad is strongly recommended for this major. Courses taken during study-abroad programs may be substituted via petition for some of the above-listed requirements.

## Requirements for a History Minor (21)

One of the following:		3
HI 101	The Mediterranean World	
HI 102	The Pacific World	
One of the following:		3
HI 181	The Atlantic World	
HI 182	The United States in a Global Context	
One upper-division American history course		3
One upper-division European history course		3
One upper-division course on Asia, Africa, Latin America or Russia		3
One elective		3
HI 210	Becoming a Historian	3

## Requirements for Medieval and Early Modern Studies Minor (19-20)

This interdisciplinary minor covers Eurasia from the Roman to the Ottoman era, offering students across departments a framework within which to design their own program of concentration.

Culture in context requirement - one of the following:		3
EL 371W	British Renaissance	
EL 447	Shakespeare Seminar	
HI 425	Holy War in Europe	
Two of the following:		6
EL 207	British Literature Before 1800	
EL 371W	British Renaissance	
EL 405W	Chaucer and Medieval Literature	
EL 238	Arthurian Literature	
EL 338	Arthurian Literature	
Two of the following:		6
HI 101	The Mediterranean World	
HI 120	The Crusades	
HI 181	The Atlantic World	
HI 315	Medieval Europe	
HI 345	Cultural History of China and Japan	
HI 364	Medieval Russia: Mongols and Madmen	
HI 425	Holy War in Europe	

One more course from the lists above or any course on medieval or early modern studies offered in history, English or other departments 3-4

Note: LAT 102 or above may fulfill this requirement. Examples of courses that could fulfill this requirement if those departments approve:

AR 264	History of Medieval Art	
AR 261	History of Renaissance and Baroque Art	
EC 365W	History of Economic Thought	
EL 247	Shakespeare	
EL 447	Shakespeare Seminar	
MU 301	Music History I	
TH 313W	History of Christianity I	



*Notes: No more than six lower-division credits may count toward this minor. While any course in the minor may also fulfill a major or general education requirement, students may not double-count courses for requirements within the MEMS minor. Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from three to four courses. Spring semester.*

## Requirements for a Public History Minor (18)

Public history is a rapidly growing field. Students are introduced to museum studies, archival development, and the making of documentaries. Graduates are encouraged to pursue graduate studies in a variety of fields as well as to think broadly about the application of these skills to other professional areas.

HI 181	The Atlantic World	3
HI 182	The United States in a Global Context	3
HI 384W	Pacific Northwest History	3
Public History Internship		3
HI 490	Internship	
Two upper-division history courses		6

## Courses

### HI 101 The Mediterranean World 3

History of the Mediterranean World introduces ancient Greece and Rome, the Byzantine Empire, and early Islam in Spain, Italy, North Africa, and the Middle East, using contemporary film and primary source research.

### HI 102 The Pacific World 3

One of four courses in world history, Pacific World introduces China as the focal point of a network of trade and culture that includes the Asian steppes, India, and the rise of Japan, Korea and Vietnam.

### HI 104 Political History of Beijing 3

Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History.

### HI 105 Cultural Odyssey of China 3

Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History.

### HI 120 The Crusades 3

The Crusades of the 12th century will be investigated for their impact on Western Europe, the Byzantine Empire, and the Muslim World.

### HI 120H Jihad/Crusades 3

A seminar offered to incoming Honors Freshman only. The course, in the professor's publication field, offers an exciting overview of the Crusade movement through eyewitness chronicles of the medieval era from Jewish, European, and Arab perspectives. It also connects the field of history, meaning the way historians have dealt with the topic, to contemporary issues.

### **HI 127 Latin American Culture and Civilization**

3

This course will provide a historical overview of Latin American culture and civilization. It will also focus on issues such as family relations, social stratification, authority and violence, gender relations, poverty and social justice, religion and the church, economic development and urban life, and U.S. and Latin American relations.

### **HI 181 The Atlantic World**

3

Exploration of the nature and extent of the cultural exchange between the peoples bordering the Atlantic Ocean. Special focus on the interactions between Native Americans, Africans, and Europeans in the Western Hemisphere from Columbus to the 19th Century Revolutions.

### **HI 182 The United States in a Global Context**

3

Historical analysis of the development and maturation of the United States from its emergence as a hemispheric power after the Civil War to the present. Particular emphasis on the sectional, national, and international movements that influenced or were influenced by the American democratic experience.

### **HI 191 Independent Study**

1-4

### **HI 196 Topics in History**

1-3

Selected lower-division topics in history.

### **HI 209 History of Vietnam War**

3

Examination of the history of America's involvement in the war in Vietnam. The causes of the war, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war. Periodic offering.

### **HI 210 Becoming a Historian**

3

Foundational course for students considering a history major. The course introduces students to ways historians interpret the past. Emphasis on preparing students to use primary sources, to write history, and to evaluate the work of other institutions. Students will be introduced to careers that might be pursued with a history degree.

### **HI 212 American Popular Culture**

3

Values and ideas that are reflected in the various forms of popular culture. Analysis of music, sport, popular art, television and cinema, with special attention to the 20th century.

### **HI 222 The Modern World**

3

Study of change and continuity in history, focusing on the impact of the social, political, religious and economic forces that have shaped our modern world over the past 500 years. Course available for Continuing Studies students only.

### **HI 228 Identity, Race, and Power in American Life**

3

History and culture of major ethnic and racial groups in American life. Special emphasis on the role of race and nationality in the pursuit and achievement of "the American Dream." Periodic offering.

### **HI 229 African American History**

3

An examination of the history of African Americans from African civilization through American slavery, reconstruction, and contemporary struggles. Particular attention will be given to social, political, and economic evolution of African Americans as a whole, as well as individual lives and work of black leaders. Continuing Studies only.

<b>HI 231 World at War: 1900-1945</b>	3
Comparative analysis of world cultures during the first half of the century of total war. Special emphasis on the broader cultural contexts of the world wars of the twentieth century and their aftermath. Sophomore status and successful completion of HI 222 strongly recommended. Fall semester, alternate years.	
<b>HI 238 Arthurian Literature</b>	3
Traces the development of the Arthurian legend from its earliest appearance in chronicles through narrative romance, focusing on medieval texts. Also listed as EL 238. Jan Term.	
<b>HI 240 African American History to 1877</b>	3
Examination of the African/African American experience from the African background through the end of the Reconstruction Era. Topics covered will include African culture/worldview, the trade of enslaved Africans, the Abolition Movement, religious and educational experience, the Civil War, and Reconstruction.	
<b>HI 241 African American History Since 1865</b>	3
This course will critically examine the history and culture of African Americans from the end of the Reconstruction Era to the present day. Primary focus will be placed on the examination of significant social movements, themes, and historical figures.	
<b>HI 290 Internship</b>	1-4
<b>HI 291 Independent Study</b>	1-4
<b>HI 304W Political History of Beijing</b>	3
Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both Political Science and History.	
<b>HI 305W Cultural Odyssey of China</b>	3
Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both Political Science and History.	
<b>HI 309 History of Vietnam War</b>	3
This course examines the history of America's involvement in the war in Vietnam. The causes of the war, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war.	
<b>HI 312 South Africa Program Preparation</b>	1
<b>HI 315 Medieval Europe</b>	3
Caesar through Charlemagne: European civilization in the first through the eighth centuries will be investigated, with an emphasis on ideas and institutions such as the medieval papacy, feudalism and the concept of Christendom.	
<b>HI 325 History of Latin America</b>	3
Latin-American civilization from its Aztec and Indian heritage to the bloody Mexican Revolution. Focus on history of Mexico and historical perspective on contemporary conflicts and revolutionary movements.	
<b>HI 326 Religion in Latin America</b>	3
This course examines the history of Religious beliefs and institutions in Latin America from 1492 to the present. It recognizes the centrality of the Roman Catholic Church as an institution as well as its interaction with other religions including pre-Columbian religions, Protestantism, and African influenced practices such as Umbanda and Santeria.	

**HI 328 European Myths of Identity**

3

Traditional stories form an important part of the national identity of contemporary European states. Tourists viewing the Tower of London learn the basics of the British story, carrying the lesson away as part of their understanding of English culture. The best- and least-known national stories, from Galway to Budapest, will be examined for their historicity and contemporary influence.

**HI 331 Great Trials in American History**

3

This course examines several controversial trials in American history. These trials include but are not limited to the Scopes Trial, the Scottsboro Case, the trial of Alger Hiss, the Rosenberg Trial, and the OJ Simpson Trial. Issues of cultural context, race relations, and judicial justice will focus class discussions. No prerequisites are required but a general familiarity with American history is helpful.

**HI 341 Contemporary South Africa**

3

Also listed as PO 341 and SO 341.

**HI 345 Cultural History of China and Japan**

3

Illustrates how cultural heritage can explain the current behavior and character of the Chinese and Japanese. Religions, philosophies, arts, politics, and social organizations as basic elements of Asian culture. Periodic offering.

**HI 346 Modern China and East Asia**

3

Interpretation of recent events in China, Japan, Taiwan, and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, communist revolution on the mainland, Japanese invasion of China, American occupation of Japan, normalization in China, Japan's economic ascendancy. Also listed as PO 346. Periodic offering.

**HI 348 Medieval Islam**

3

This course covers the foundation of Islamic civilizations from Arabia through North Africa, Europe, and Asia from the life of Muhammad through the origins of the Ottoman Empire.

**HI 354 Colonialism and Globalization**

3

The major European nations move from constitutional monarchy to representative government. Their empires founder in the wake of World War I and II. European institutions and society are examined from 1848 to 1950.

**HI 357 Rise of Modern America: 1877-1945**

3

Study of the national and international forces that brought the United State to world prominence by 1945. Special attention given to the deeper cultural contexts of key domestic and foreign policy decisions and their effects--especially on social movements and popular culture. Fall semester, alternate years. HI 132 suggested but not required as prerequisite. Fall semester, alternate years.

**HI 358 American Journey 1945-PRESENT**

3

Contours of American life since the end of WWII highlighting the interplay between domestic developments and U.S. foreign policy decisions. Topics include the Cold War, struggle for equal rights, significance of the 60's and the "culture wars," the rise of global terrorism, and the role of entertainment and leisure in contemporary America.

**HI 361 American Revolution and the New Nation**

3

An in-depth study of the American Revolution and nation building from 1763-1790. Special emphasis on biography research in primary sources and close reading of the documents. Spring semester.

**HI 362 Slavery and the Civil War**

3

Evolution of the American Slave system, its central importance in the development of sectional rivalries and the great national crises of 1848-1877.

<b>HI 364 Medieval Russia: Mongols and Madmen</b>	3
Survey of Russian civilization from earliest times to 1600. Evolution of the tsarist state from its roots in Byzantine and Mongol autocracies, through the reign of Ivan the Terrible and the following Time of Troubles. Emphasis on culture and religion.	
<b>HI 365 Topics in British History</b>	5
Taught when a faculty member from the History Department is part of the study program to the British Isles.	
<b>HI 366 Modern Russia and the Soviet Union</b>	3
Challenges to tsarist authority after 1815, rise of revolutionary agitation, adaptation of Marxism to Russian life and culture, history and politics of the Soviet system, transformation of the arts to serve the state, dissident voices, US/USSR relations. Also listed as PO 366.	
<b>HI 375W Early American History</b>	3
Anglo-American history from the 1600's to the American Revolution. Study of society, economics, politics and cultural development, with particular focus on ideological origins of the revolution, formation of new states and the federal government, and Republicanism.	
<b>HI 377 The French Revolution</b>	3
A focus on the French Revolution as the culmination of trends in seventeenth- and eighteenth-century European culture. Students will discover how projects of absolute monarchs in France, Germany, and Russia led to the violence of the Reign of Terror in France and the career of Napoleon I. Periodic offering.	
<b>HI 380 Field Studies</b>	1-4
<b>HI 381 Archival Research</b>	1-3
Training in research methods at Spokane archives. Allows the student to choose a research project and then create website, teaching units, public history displays, posters for academic conferences or other appropriate presentation. Jan Term.	
<b>HI 384W Pacific Northwest History</b>	3
Explores the Pacific Northwest as a geographic culture area from prehistory to the present. Perspectives of the various peoples who have lived there: Native Americans, Europeans and Americans. Modernization and contemporary issues in the Pacific Northwest. Role of regionalism, international conflict and ecological issues.	
<b>HI 386 Readings</b>	1-4
<b>HI 390 Internship</b>	1-4
<b>HI 391 Independent Study</b>	1-4
<b>HI 395 Teaching Assistantship</b>	1-4
<b>HI 396 Topics in History</b>	1-3
This course offers an introduction to the major themes in the history of the indigenous peoples of North America. Our central concerns are the relationships between lands and peoples, and the tensions that resulted from colonization, conquest, resistance, adaptation, and revitalization. This course promotes understanding American Indian peoples as agents of cultural change, and as authors of their own histories.	



**HI 410W American Intellectual History**

3

Focus on major thinkers and periods in American history. Special emphasis on Puritanism, the Enlightenment, Romanticism, Social Darwinism, and the major currents of 20th-century thought.

**HI 425 Holy War in Europe**

3

Holy War in Europe begins with the Crusades and flourishes during the sixteenth and seventeenth centuries, long known as "The Age of Religious Warfare." A survey of propaganda and context for conflicts in England, Germany, France and the Netherlands. A major research paper is required. Fall semesters.

**HI 445 Revolution in History**

3

Theory and history of revolution in Western civilization. The Great Rebellion in England and revolutions in America, France, Russia, and China. Contemporary revolutionary movements in Latin America, Africa and Asia. Also listed as PO 445. Periodic offering.

**HI 486 Readings**

1-4

**HI 490 Internship**

3

**HI 491 Independent Study**

1-4

**HI 494 Research Assistantship**

1-3

**HI 495 Teaching Assistantship**

1-4

**HI 497 Senior Portfolio**

1

Students will submit a portfolio by April 15 of their final year (or mid-way through their final term). The portfolio will include a selection of work from 3 to 4 courses in the minor. Also listed as EL 497. Spring semester.

**HI 498W Senior Seminar in History**

3

Capstone course for majors in the department of history. Major research project, focus on preparing for a career or graduate school. Discussion and readings on the topic of faith and history. Offered only in the fall semester.

# Interdisciplinary Studies



**On this page you will find information about the following minors:**

- Asian Studies Minor
- U.S. Cultural Studies Minor
- Women and Gender Studies Minor

## Asian Studies Minor

The Asian studies minor was created out of recognition that the vast region labeled “Asia” has greatly influenced, and continues to influence, human experience throughout the world. Whether Asia is viewed as a source of world religions, half the earth’s population, much of the economic growth of the last few decades, or a microcosm of the diversity of political and economic policies, it is clear that gaining a better understanding of Asia requires an interdisciplinary approach. The Asian studies minor builds upon the strengths of courses in the social sciences and humanities that focus on Asia or particular Asian countries. The confluence of these courses allows students to develop an integrated understanding of the region, read difficult texts, understand and formulate abstract ideas and make informed judgments about a world of many cultures. This focus on the “other” is fundamental to understanding the student’s own culture and the values that shape his or her worldview. From this understanding, it is hoped that students can begin to construct bridges across cultures.

The learning outcomes of the Asian studies minor prepare the student to do the following:

- Use an interdisciplinary framework to understand a foreign culture.
- Understand and reflect on the cultures of Asia in relation to the student’s own culture.
- Read and speak Japanese or Chinese at a level sufficient to begin study in either country.
- Augment a student’s major coursework with a concentration in Asia.
- Understand the role that Asia plays in shaping the contemporary world, as well as how outside forces have shaped Asia.

## Requirements for an Asian Studies Minor (18)

Language: proficiency at the 202 level in Japanese or Chinese (no more than six language credits can count toward the minor)

Additional courses (must take courses in at least two disciplines):

AR 114

Chinese Gardens and Temples

HI 102	The Pacific World
HI 104	Political History of Beijing
HI 105	Cultural Odyssey of China
HI 304W	Political History of Beijing
HI 305W	Cultural Odyssey of China
HI 345	Cultural History of China and Japan
HI 346	Modern China and East Asia
PH 256	Asian Philosophy
PO 247	Contemporary Korea
PO 346	Contemporary China and East Asia
PO 347	Globalization in Southeast Asia
WGS 350	Thailand Study Program

See advisor for current applicable courses.

Foreign study: Students pursuing an Asian studies minor must complete at least three of their credits through a foreign study experience in an Asian country.

## U.S. Cultural Studies Minor

Whitworth's U.S. Cultural Studies Program acknowledges that many factors, such as race, ethnicity, national origin, socio-economics, gender, sexual orientation and type of disability influence, our lives and experiences in the United States. In one way or another, others' perceptions of us, or even our self-perceptions, have been formed by these personal characteristics and by the groups that are identified by these characteristics. Our goal is to study these groups so that we can better understand these groups and our own lives in the contemporary U.S.

Through this program of study, our goals are:

1. To study the foundations and interactions of diverse groups living in the U.S.
2. To develop intercultural competencies for graduate or professional schools and eventual vocations.

## Requirements for a U.S. Cultural Studies Minor (17-18)

IDS 110	Introduction to U.S. Cultural Studies	1
IDS 310	U.S. Cultural Studies: Community-Based Research	1
IDS 311	U.S. Cultural Studies: Campus-Based Research	1
SP 398	Intercultural Communication	3
Elective credits from the following:		11-12
AR 315	Community Arts in Practice	
ASL 102	Sign Language & the Deaf II	
EDU 326	Cultural Competence and Society	
EDU 526	Cultural Competence and Society	
EL 130	Latina & Caribbean Women Writers	
EL 330	Latina and Caribbean Women Writers	
HI 228	Identity, Race, and Power in American Life	
HI 240	African American History to 1877	
HI 241	African American History Since 1865	
IDS 230	Asian American Film	
IDS 231	U.S. Latino/A Film	
IDS 232	Native American Film	
IDS 233	African American Film	
KIN 430	Sports and Society	
PO 275	Poverty and Community Development	
PY 223	Psychology of Women	

PY 330	Psychology of Poverty and Social Class
SO 220	Race and Ethnicity
SO 305	Social Stratification: Power, Prestige And Wealth
SP 436	African-American Preaching
TA 321	Gender, Performance, and Pop Culture
TA 348	Performing the Self
TH 323	Religion in American Public Life
WGS/EL 126	Women Writers
WGS 196	Topics: Women's Studies
WGS 201	Intro Women's and Gender Studies

## Women's & Gender Studies Program

At Whitworth, we affirm that all people are created in God's image and share a common humanity. At the same time, the Whitworth Women's and Gender Studies Program acknowledges that many factors, such as gender, race, class, sexual orientation and religious upbringing, influence our learning and our lives. These personal characteristics, including gender, may influence how women and men pursue scholarship, how women and men are represented in scholarship, in history and in society, and, ultimately, how women and men may come to honor God, follow Christ, and serve humanity.

The learning outcomes of this major prepare the student to do the following:

- Use an interdisciplinary framework to engage with the pluralistic culture.
- Identify and investigate the intersections of gender, race, class and religion with gender experiences.
- Seek an increased understanding of gender issues from various Christian perspectives.
- Explore, develop, articulate and critique feminist views.

## Requirements for a Women's & Gender Studies Minor (18)

WGS 201	Intro Women's and Gender Studies	3
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Fifteen credits from the following: 15

BI 108	Biology of Sex & Gender
EL/WGS 126	Women Writers
EL/WGS 236	Female Friendship in Film and Literature
EL/WGS 307W	Women in American Fiction
EL/WGS 330	Latina and Caribbean Women Writers
EL/WGS 342	British Women Writers
FR 434	Women Writers
MU 172, 272, 372, 472	Women's Choir
PY/WGS 223	Psychology of Women
SO 220	Race and Ethnicity
TA/WGS 321	Gender, Performance, and Pop Culture
TH 196	Topics in Religion
TH/WGS 362	Man and Woman in the Image of God
WGS 196, 396	Topics: Women's Studies
WGS 349 & WGS 350	Introduction to Thailand Studies and Thailand Study Program
WGS 434	Spanish and Latin American Women Writers

## Interdisciplinary Studies Courses

### IDS 110 Introduction to U.S. Cultural Studies 1

This course introduces students to critical cultural studies in the contemporary U.S. It is open to all undergraduate students and has no prerequisites. Fall and spring semester.

### IDS 115 Preparing for a STEM Career 1

Students will learn about the type of scientific work they would enjoy, explore scientific careers, hear guest speakers, and understand the preparation necessary at the undergraduate level in order to succeed in their chosen career. Spring semesters. Recommended standing: Freshman.

### IDS 151 Seminar for Health Professions 1

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental and veterinary fields. Course will also cover specifics of courses, majors, and other issues related to pre-health fields. Spring semester.

### IDS 201 Genealogy in Cultural Context 2

This course introduces students to genealogical and historical research in the framework of diverse viewpoints within American society. Students will analyze the cultural diversity of their family history, with particular attention to placing their family in historical context.

### IDS 230 Asian American Film 2

This course is open to all students. By the end of the course the student will have increased their understanding in: -How Asian American identity is constructed -What is the portrayal of Asian Americans -What are the cultural expectations, assumptions, and impact on Asian Americans and on the 'other' -How is identity being redefined?

### IDS 231 U.S. Latino/A Film 2

This course introduces students to US Latino/a cultures through film. Students will view films by Latino/a filmmakers, study U.S. History, and learn multicultural theory. Recommended for all students. Offered Spring term.

### IDS 232 Native American Film 2

This course introduces Native American cultures to students through film. The class covers U.S. History, Native American cultures, and multicultural theory. Recommended for all students. Offered fall term.

### IDS 233 African American Film 2

This course introduces students to African American culture through films. Students will view films made by African Americans, study U.S. History, and discuss multicultural theory. Recommended for all students. Offered fall term.

### IDS 301 Introduction to Latin American Studies 3

This course explores Latin America from a variety of perspectives: sociological, political, theological, artistic and literary. It includes an historical survey of Latin America from the earliest times to the present. Given the fact that this course is being taught at the Costa Rica Center, it gives special emphasis to Costa Rica and Central America. Nevertheless, the course will contain examples and will cover themes that pertain to much of Latin America and the Caribbean. This course will also deal with U.S. foreign relations with Latin America, including NAFTA, CAFTA and other trade agreements. Offered every fall and spring semesters at Costa Rica Center. Recommended HI 127 or HI 181 prior to taking IDS 301

### IDS 310 U.S. Cultural Studies: Community-Based Research 1

This course engages students with community members to work collaboratively to address societal issues confronting diverse populations. This course is open to all students. Fall semester.



**IDS 311 U.S. Cultural Studies: Campus-Based Research**

1

This course engages students with campus members to work collaboratively to address societal issues confronting diverse populations. Spring semester.

**IDS 351 Preparatory Seminar: Health Professions**

1

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for the student in his/her junior or senior year. Students will prepare for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 140, BI 141, CH 161, CH 181, CH 271, CH 278, PS 151, and PS 153.

**IDS 390 Internship**

1-4

**IDS 391 Independent Study**

1-4

**Women and Gender Studies Courses****WGS 122 Gender and Faith in Film & Lit**

3

Explores how religious beliefs shape our cultural and personal understandings of gender roles and gender identity.

**WGS 126 Women Writers**

3

An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. No Prerequisites.

**WGS 127 African American Women's Writers**

3

Survey of the literature and cultural histories of African American women writers of the United States, including poetry, drama, fiction, essay, memoir, and a selection of black feminist scholarship and critical race theory. No prerequisites. Fulfills American Diversity Studies and Humanities requirements; American Cultural Studies requirement for all three tracks of the English major and two of the English minors; elective for Women's and Gender studies minor and United States Cultural Studies minor.

**WGS 130 Latina & Caribbean Women Writers**

3

Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Jan Term.

**WGS 196 Topics: Women's Studies**

1-3

Selected lower-division topics in women's studies.

**WGS 201 Intro Women's and Gender Studies**

3

Emphasis on women's social, political and personal experience. Includes classic and contemporary feminist theory; patterns of male/female relationships; health, gender and medicine; women and poverty; homelessness; gender role socialization; women in the workforce; sexual harassment; domestic life; spirituality; a service-learning component; and the history and variety of women's protest in America.

**WGS 223 Psychology of Women**

3

Introduction to theory and research about the psychology of women. Topics covered include the concept of masculinity and femininity, theoretical perspectives on sex and gender, sex-role development in childhood and adolescence, gender differences and similarities, sexuality, reproduction, therapy, personal growth, gender and the media, and issues in the workplace.

**WGS 225 Women Writers**

3

See EL 225.

**WGS 236 Female Friend in Film and Literature**

3

See EL 236.

**WGS 243 Marriage, Sex and Gender**

3

See SO 243.

**WGS 294 Directed Readings: Women Writers**

1

**WGS 296 Topics: Women's Studies**

3

**WGS 302 Gender and Faith in Film and Literature**

3

Explores how religious beliefs shape our cultural and personal understandings of gender roles and gender identity.

**WGS 307W Women in American Fiction**

3

Portrayals of women in American fiction and popular literature. Female and male authors, 1870-1950

**WGS 321 Gender, Performance, and Pop Culture**

3

Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including how ideas about gender are portrayed, reinforced, or challenged through a variety of plays, films, and other performance materials.

**WGS 330 Latina & Caribbean Women Writers**

3

Study of contemporary novels, stories, poems, and films produced by Latina and Caribbean American women in light of historical, theoretical, and cultural contexts. Emphasis on reading and student response through written and oral assignments produced both individually and collaboratively. Jan Term.

**WGS 342 British Women Writers**

3

Examines the contributions of familiar (e.g., Austen, Bronte, Woolf) and less familiar women writers of Britain. Considers literary history in light of recent revisions of that history. Periodic offering. Women's and gender studies elective.

**WGS 349 Introduction to Thailand Studies**

2

Preparation for Jan Term Thailand program.

**WGS 350 Thailand Study Program**

3

Students travel to Bangkok, Chaingmai, and Kohsomui to study contemporary and classical Thai culture. Includes home stays, service learning, and intercultural experience with emphasis on globalizing economics, religion, and gender.

**WGS 351 Cross Cultural Reentry Thailand Studies**

See HU 349.

1

**WGS 362 Man and Woman in the Image of God**

3

This course analyzes the biblical and theological foundations of man and woman created in the image of God. It highlights how the Divine Creator and Redeemer works for the full restoration of male and female, whether in married or single life, from broken existence into the true image of God in Jesus Christ. Fall and spring semester.

**WGS 378 Jane Austen**

3

A seminar on Jane Austen's major works.

**WGS 391 Independent Study**

1-3

**WGS 395 Teaching Assistantship**

1-3

**WGS 396 Topics: Women's Studies**

1-3

Selected upper-division topics in women's studies.

**WGS 399 Tutoring in Women's Studies**

1-3

Tutors lead small, voluntary discussion groups affiliated with a women's studies course. Activities vary depending on the nature of the course assignment. May include, but is not limited to, tutoring on course material, advising on projects and papers, leading discussion groups. May be repeated for credit. Prerequisites: junior standing and permission of the instructor.

**WGS 401 Seminar in Women's Studies**

3

Seniors integrate women's studies methods and theories with their major discipline. Explores influences of gender in the major institutions of society: family, school, church and the workplace. Students engage in creative projects, research or internships of their choice.

**WGS 434 Spanish and Latin American Women Writers**

3

See SN 434

**WGS 442 Brontes and Gaskell Seminar**

3

Studies the creative works of the Bronte sisters and Elizabeth Gaskell within the context of 19th-century Britain.

**WGS 491 Independent Study**

1-3

**WGS 495 Teaching Assistantship**

1-3

# International Education Center

The Whitworth International Education Center combines off-campus programs, international student services and the new English for International Students Program. The team is housed in Hendrick and Westminster halls.

## International Education Center



The Whitworth International Education Center honors God's human creation by encouraging students, faculty and staff to connect with the global community. We serve Whitworth in the world with respect, empathy and a sense of humor.

Knowledge of a world culture other than one's own is a major learning goal at Whitworth. In order to provide the best opportunity for students to live and learn in vastly different cultural settings, the university offers a wide variety of international and multicultural courses involving travel. In off-campus venues, students acquire understanding that helps form their value systems, priorities and commitments to serve a world in need. Participants return better prepared to live in an interdependent world.

Whitworth's goal is to ensure that all students who wish to do so are able to study a different culture abroad or elsewhere in the United States. The Whitworth Off-Campus Studies Office assists students in planning and executing their international and multicultural study programs. Working with an expanding network of partner universities and institutions in the U.S. and throughout the world, the center provides programs for both individuals and groups; these programs range in cost from no more than campus room and board to \$9,000 (plus tuition) in areas with high living costs. Official exchange programs between Whitworth and other foreign universities are generally the least expensive for students. Overseas travel scholarships are available to qualified students.

## English for International Students

[gbrekke@whitworth.edu](mailto:gbrekke@whitworth.edu)

For students whose primary language is not English, advanced-level courses are available to bring students' reading, writing, and oral communication skills up to a level of proficiency for participation in other courses at Whitworth University. These courses require students to use an integrated set of skills for critical thinking, analytic reasoning, problem-solving, and written and oral communication. Each EIS course carries four semester credits and is creditable toward graduation.

All international students whose primary language is not English or who are non-U.S. citizens are required to take the Test of English as a Foreign Language (TOEFL) and to have their official scores sent by Educational Testing Service to Whitworth University. Official International English Language Testing System (IELTS) scores may be substituted for TOEFL scores. TOEFL or IELTS scores that are more than two years old will not be accepted.

TOEFL minimum score: 79 iBT

TOEFL preferred score: 88 iBT

IELTS score: 6.5

Students who meet the minimum English proficiency requirement but have scores lower than those listed as preferred will be required to enroll in EIS 106, EIS 107, EIS 108, and EIS 109, which are offered only in the fall semester and Jan Term. These students should therefore plan to begin their sojourn at Whitworth in the fall semester.

## English for International Student Courses

### EIS 106 Oral Communication in Academic Discourse

4

Advanced speaking and listening course for international students. Emphasis on understanding and summarizing lectures, participating in discussions and U.S. classroom culture, giving academic presentations, and improving oral fluency. Fall semester.

### EIS 107 Reading in Academic Discourse

4

Advanced reading course for international students. Emphasis on rhetorical patterns, inference, summary, synthesis, and critical response to academic texts and articles. Fall semester.

### EIS 108 Writing in Academic Discourse

4

Advanced writing course for international students. Emphasis on summary, paraphrase, critical review, and research strategies. Attention to grammar, style, and format as required. Fall semester.

### EIS 109 American Studies for International Students

4

American culture course for international students. Focus on basic U.S. cultural values, beliefs and behaviors. Attention to history, politics, economics, immigration, race relations, education, family and religion. Jan Term.

## Whitworth Semester Abroad

During at least one semester each year, a group of Whitworth students travels to a foreign country for three months and receives instruction from Whitworth faculty as well as from native scholars. These "mini-universities" abroad generally include 20-40 students and are limited to students at or above the sophomore level. Applications for semester-abroad programs are due one year in advance, and students may be screened on the basis of maturity and adaptability to foreign environments. The schedule for these programs is as follows:

### Britain and Ireland

Courses: Depend on faculty leaders, but have included English literature, history and art

Highlights: Visits to major cities and historic sites

Years: 2014 (fall semester) and every third year thereafter

### Central America

Courses: Depend on faculty leaders, but have included contemporary Central-American problems, intensive Spanish and service internship. Program includes travel to Costa Rica, Guatemala, Honduras, Nicaragua and El Salvador.

Highlights: Intensive language study in Guatemala and a rural home stay in Honduras

Years: 2014 (Jan Term/spring semester) and every third year thereafter

### France

Courses: Depend on faculty leaders, but have included French literature, music, history, politics and art, including intensive French prior to departure

Highlights: Home stays and living in several French cities

Years: 2013 (spring semester) and every third year thereafter

### Costa Rica Center

Courses: Intensive Oral/Written Spanish (100-, 200-, 300-levels); History, Civilization & Culture of Central America; Ecology of Central America; Core 350 with regional emphasis; Service-learning and Cultural Immersion training in Costa Rica and Nicaragua.



Highlights: Home stays near the center (near Heredia)

Available every semester

## Whitworth in China

Courses: Intensive Oral/Written Mandarin (100-, 200-, 300-levels); Chinese Gardens and Temples; Cultural Odyssey of China; Political History of Beijing

Highlights:

Years: 2014 (fall semester) and every third year thereafter

## Exchanges and Study Abroad Opportunities

Through overseas partnerships and other arrangements, Whitworth can arrange for individual students or small groups to study abroad or at a multicultural setting in the U.S. for one semester or for an entire year. Whitworth students typically pay tuition and room and board to Whitworth University and then receive tuition and room and board at the foreign university without charge.

Students may enroll at the following partner universities (if vacancies are available):

### Argentina

*The Center for Cross-Cultural Study, Cordoba*

Highlights: Students live with host families and study at the Universidad Nacional de Cordoba.

Requirement: Intermediate Spanish language ability

Number of positions per year: Five

### China

*Nanjing University, Nanjing*

Highlights: Students focus on study of Mandarin and may take time for travel throughout China.

Requirement: Intermediate Chinese-language ability

Number of positions per year: Open

*Chinese University of Hong Kong*

Highlights: Many classes in many disciplines taught in English. Students are able to study Mandarin. Exchange is with prestigious Chung Chi (Christian) College.

Number of positions per year: Four (one semester each, or two for whole academic year)

### France

*University of Provence, Aix-en-Provence*

Highlights: Students attend French classes in beautiful southern France.

Requirement: Intermediate to advanced French-language ability

Number of positions per year: Open

### Germany

*Munich Conservatory of Music*

Highlights: Studies in music theory and performance at one of Germany's most prestigious conservatories.

Requirements: Beginning German-language ability; music majors only

Number of positions per year: Open

### Japan

*Shikoku Gakuin University, Zentsuji*

Highlights: Located on rural Shikoku Island; students live in dormitories on campus and may participate in college clubs as part of language training. Special instruction in Japanese culture provided.

Requirement: One year of Japanese-language study

Number of positions per year: Open

## Mexico

*Iberoamericana University, Mexico City*

Highlights: Students live with host families near the university and choose courses ranging from international relations to workshops in oral and written Spanish.

Requirement: Intermediate Spanish-language ability

Number of positions per year: Open

## Netherlands

*Maastricht University, Maastricht*

Highlights: This progressive university in the south of the Netherlands offers cutting-edge courses in business and economics. Instruction is in English.

Requirement: Must take business and economics classes

Number of positions per year: Open

## South Korea

*Keimyung University, Taegu*

Highlights: Students live in dormitories and choose from more than 80 courses taught in English, including political studies, business, history and art.

Requirement: No language requirements

Number of positions per year: Open

*Soong Sil University, Seoul*

Highlights: This Presbyterian university in the capital city of Korea emphasizes studies in computer science, Christian missions, international affairs, and international business. Instruction is in English.

Requirement: No language requirements

Number of positions per year: Open

## Spain

*The Center for Cross-Cultural Study, Seville and Alicante*

Highlights: Students live with host families or in student residences. Studies emphasize cross-cultural experience through travel, study visits and speaking Spanish.

Requirement: Intermediate Spanish language ability

Number of positions per year: Five

## Thailand

*Payap University, Chiang Mai*

Highlights: Students live in dorm rooms and study Thai culture, language and music.

Requirement: No language requirements

Number of positions per year: Open

## U.S.A.

*Stillman College, Tuscaloosa, Ala.*

Highlights: Students live in dorms at this traditionally African-American college and have the opportunity to study African-American heritage.

Requirement: Sophomore standing

Number of positions per year: Open

## International Student Exchange Program

This consortium program allows Whitworth students to attend any of 150 member universities in Europe, Africa, Asia, Australia, Canada and Latin America. Payment for tuition, room and board is made to Whitworth. The student pays a placement fee, health insurance and airfare. Some scholarships are available to qualified students.

Some of the universities that have welcomed Whitworth students through ISEP include the University of Ulster; the University of Plymouth (U.K.); Mazaryk University, in the Czech Republic; Pontifica

## **Council for Christian Colleges and Universities (CCCU)**

As a member of the Council for Christian Colleges and Universities, Whitworth supports three of the coalition's study programs. Three positions per year are open to Whitworth students desiring to spend either fall or spring semester studying at one of the following locations:

### **American Studies Program, Washington, D.C.**

Highlights: Students live in apartments in the nation's capital. The program includes coursework and internships that focus on current national and international issues in public policy in the context of Christian faith.

Requirements: junior standing, serious Christian commitment and strong academic record

### **Latin American Studies Program, San Jose, Costa Rica**

Highlights: Students live with host families. Program includes intensive Spanish-language coursework; seminars on Latin-American history, politics, economic and religious life; a service-related internship; and a two-week tour of other Latin American countries. Two specialized academic tracks, international business and management, and tropical sciences and sustainability are available to qualified students.

Requirements: junior standing, serious Christian commitment and strong academic record

### **Los Angeles Film Studies Center**

Highlights: The program provides an introduction to the mainstream Hollywood film industry and examines the industry within a Christian context and from a liberal arts perspective. Students learn from both theoretical and hands-on approaches, including an internship.

Requirements: junior standing, serious Christian commitment and strong academic record

## **Jan Term Programs**

The month of January affords a broad variety of short study programs led by Whitworth faculty. Aside from courses offered on a regular basis (usually alternating every other year), there are often several "one-of-a-kind" experiences for students during Jan Term. Programs are announced the February prior to the Jan Term in question. Applications are accepted shortly thereafter, and program rosters are finalized by the end of the spring semester prior to the Jan Term. The courses are as follows:

### **Freshman Honors Jan Term, Costa Rica Center**

#### **Various**

Course: International Business

Highlights: See how cultural differences affect business practice in these countries

Group size: 20.

Annual

#### **Europe**

Course: Core 250

Highlights: Key historic sites associated with Western philosophers

Group size: 20

Annual

#### **Germany**

Course: German-language program

Highlights: Home stays and cultural immersion

Group size: 10

Alternate years

#### **Great Britain**

Course: British Culture through Theatre and Music, London

Highlights: Plays, concerts, backstage tours, cultural sites

Group size: Approximately 25

Alternate years: 2014

Course: Christianity in Britain

Highlights: Examine origins, development and influence of the Christian church in Great Britain.

Group size: 20

Alternate years: 2013

## **Guadeloupe**

Course: French language

Highlights: Home stays and cultural immersion

Group size: 10

Every three years: 2014

## **Ireland and Wales OR India**

Course: Technology and Culture

Highlights: University exchanges, businesses and service projects

Group size: 15

Alternate years: 2014

## **Israel**

Course: Biblical History and Geography

Highlights: Opportunity to study and travel in Israel

Group size: Approximately 20

Alternate years: 2013

**Course will not be held if a U.S. State Department travel warning is in effect.**

Course: Peoples and Cultures of the Holy Lands: Past and Present

Highlights: Home stays and intensive interaction with residents

Group size: Approximately 15

Alternate years: 2014

**Course will not be held if a U.S. State Department travel warning is in effect.**

## **Mexico/Peru/Spain**

Course: Intensive Oral Spanish 130, 230, 330

Highlights: Live with host families and study Spanish in Guanajuato, Mexico; Cusco, Peru; or Seville, Spain.

Group size: Open

Annual

## **Northern Ireland**

Course: Peace and Conflict in Northern Ireland

Highlights: Explore the historical, political and religious roots of The Troubles.

Group size: 20

Alternate years: 2013

## **Rome/Florence/Berlin**

Course: The Power and Politics of Art

Highlights: Exploration of the arts (especially music and visual arts) in relation to history and culture

Group size: 15

Alternate years: 2013

## South Africa

Course: South Africa Program (communication or political-science credit)

Highlights: Travel extensively in the country, with many different home stays. Meet important figures in politics and the church.

Group size: 20

Alternate years: 2014

## Thailand

Highlights: Students live in dorm rooms and study Thai culture, language and music.

Requirement: No language requirements

Number of positions per year: Open

Alternate years: 2014

## Turkey

Course: Early Christian Sites in Turkey

This course is designed as a January study program of biblical Asia minor, which is modern-day Turkey. Its purpose is to expose students to the earliest Christian sites in the missionary journeys of the Apostle Paul and his companions, sites in Turkey associated with the early church fathers and the monastic movement in Cappadocia, the rise and fall of the Byzantine Empire, and the expansion of Islam in Turkey.

Number of positions per year: Open

Alternate years: 2014

## U.S.A.

Various cities

Course: Prejudice Across America

Highlights: Study prejudice against four major non-white racial/ethnic groups and diverse religious worldviews.

Group size: 20

Alternate years: 2014

## Hawaii

Courses: Science In Hawaii: Anthropology In Hawaii

Highlights: Exploration of volcanoes and marine life; Hawaiian culture

Group size: Approximately 15 per course

Alternate years: 2013 (anthropology), 2014 (science)

## Puget Sound

Course: Marine Ecology

Highlights: Explore interaction of temperate marine organisms with their living and non-living environment.

Group size: 7

Alternate years: 2013

## Tall Timber Ranch, Cascade Mountains

Course: Christian Spirituality

Highlights: Live in community and study history, theology and practice of spirituality.

Group size: 20

Alternate years: 2014



**Alaska, Coeur d'Alene Indian Reservation, Yakima Valley, Korea, Jamaica, Taiwan, San Francisco, Spokane Refugee Center, and other venues by arrangement**

Course: Intercultural Education (for education majors only)

Highlights: Education students develop an understanding of minority cultures by living and working among the people.

Individual arrangements

Yearly

## **Summer Term Programs**

### **May Term**

#### **Japan**

Course: Seminar in Sports Medicine

Highlights: Comparison of American and Japanese approaches to sports medicine/athletic training

Group size: Open

Alternate years: May Term 2013

### **A variety of settings including New York, Philadelphia, Mexico and Northern Ireland**

Program: Diakonia

This summer Christian-outreach sponsored by Whitworth provides students the opportunity to perform volunteer Christian service. Sophomores and juniors may apply. Support money is raised through various fund-raising projects on campus.

# Kinesiology & Athletics

The Whitworth Kinesiology & Athletics Department offers a major in kinesiology and minors in kinesiology and athletic coaching. These academic programs provide both a theoretical and a practical educational experience for future teachers; coaches; and health, wellness and fitness specialists. The kinesiology major allows students to choose from two educational tracks. The teaching track prepares students to teach/coach in public or private schools. Students in the teaching track are also required to complete an education (elementary or K-12) certification. The non-teaching track prepares students for health, fitness and physical education-related career opportunities and requires an internship in the discipline.



## Kinesiology & Athletics

The learning outcomes for this major prepare the student to do the following:

- Develop a holistic understanding of the importance/role/significance of the fitness/wellness discipline.
- Develop the skills and abilities necessary for employment in careers in the education, exercise, and/or health-related professions.
- Learn and apply the concepts of professionalism and integrity in the fitness and wellness industry.
- Be prepared for entry into advanced degrees in health, fitness, physical education, sports management, sports psychology, exercise science, movement studies and related fields.
- Prepare health, fitness and physical education teachers who will have a positive impact on the learning and development of those whom they are called to serve.
- Be eligible for certification exams in strength and conditioning, as well as in personal training.

Whitworth students are required to complete a minimum of one writing-intensive ("W") course within their major. Kinesiology courses currently meeting that requirement are HS 320, HS 326, HS 361, HS 362, and HS 433. Students pursuing education endorsement must have an alternate-level field experience, which may be fulfilled with EDU 369. In addition, EDU 369 may be substituted for the kinesiology internship experience if the student is pursuing an endorsement in health and fitness. A grade of "C" or higher in all major courses is required if the student is pursuing teacher certification or an education endorsement. All endorsements are subject to change; see School of Education for updated education requirements.

## Varsity Sports

For participants in men's and women's sports at the intercollegiate level

ATH 101	Varsity Baseball
ATH 102	Varsity Basketball
ATH 103	Varsity Football
ATH 104	Varsity Golf

ATH 105	Varsity Tennis
ATH 106	Varsity Track and Field
ATH 107	Varsity Swimming
ATH 108	Varsity Softball
ATH 109	Varsity Cross-Country
ATH 110	Varsity Volleyball
ATH 111	Varsity Soccer
ATH 117	Cheer Leadership

## Fitness and Wellness

In addition to the previously described degree programs, the department is responsible for the oversight of the institution's general education requirements for "Fitness and Wellness for Life." Courses that fulfill these requirements are designed to emphasize responsible stewardship of God's creation through maintenance of personal health. Students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Students are required to complete three separate courses in fitness and wellness.

The learning outcomes for the Fitness for Life courses include the following:

- Provide an environment for students to participate in regular physical activity.
- Challenge students to develop healthy lifestyle habits and choices.
- Develop an understanding and appreciation for the miraculous creation of the human body.
- Understand and apply appropriate fitness and wellness terminology.

## Fitness and Wellness Activity Courses - 3 credits total

One course from the following:

FW 118	Adaptive Physical Activity
FW 132	Fitness Programs
FW 134	Jogging
FW 141	Water Aerobics
FW 149	Swimming for Fitness
FW 166	Aerobics
FW 175	Survey of Physical Education Activities
FW 219	Ice Skating for Fitness

Two additional courses from the Fitness and Wellness section above, or from the following:

PE 113	Beginning Basketball
PE 115	Bowling
PE 119	Ice Skating
PE 120	Pilates
PE 121	Yoga
PE 122	Tennis
PE 124	Weight Training
PE 125	Golf
PE 128	Sports Conditioning
PE 129	Badminton
PE 130	Soccer
PE 133	Beginning Volleyball
PE 138	Karate
PE 143	Ballet I
PE 148	Cross-Country Skiing
PE 152	West Coast Swing and Lindy Hop

PE 153	American Ballroom Dance
PE 154	International Ballroom Dance
PE 159	Snow Skiing and Boarding
PE 164	Pickleball
PE 184	Postures of the Soul: Sacred Dance
PE 185	Ministry, Movement and the Arts

## Requirements for Kinesiology Major, B.A. (46)

AT 270	Emergency Response	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology	3
HS 361	Community Health	3
HS 362	Personal Health	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
Complete three credits of an internship:		3
KIN 390 or KIN 490	Internship Internship	
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2
KIN 498	Senior Seminar	2
One of the following:		3
KIN 322	Philosophical and Psychological Aspects Of Coaching	
KIN 370	Sports Psychology	

## Requirements for Kinesiology Minor (38)

Meets Washington state teaching endorsement requirements for health and fitness.

AT 270	Emergency Response	2
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
HS 320	Structural and Mechanical Kinesiology *	4
HS 326	Exercise Physiology *	3
HS 361	Community Health	3
HS 362	Personal Health	3
HS 433	Principles of Conditioning and Nutrition	3
KIN 330	Adaptive PE & Recreation	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness and PE	2
KIN 400	Tests and Measurements	2
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	2
KIN 465	Motor Development, Control and Learning	2

\* Prerequisites: HS 220 and HS 221: Anatomy and Physiology I, II

## Requirements for Athletic Coaching Minor (19-21)

AT 270	Emergency Response	2
KIN 322	Philosophical and Psychological Aspects Of Coaching	3
KIN 370	Sports Psychology	3
Complete three credits of internship:		3
KIN 390	Internship	
KIN 410	Coaching Methods	3
And select five or more credits from the following courses:		5-7
AT 271	Introduction to Athletic Training	
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	
KIN 490	Internship	

## Fitness and Wellness Courses

<b>FW 118 Adaptive Physical Activity</b>	1
Adaptive Physical Activity is designed to provide students with physical disability the opportunity to experience individualized instruction in physical activity, fitness, and wellness. The course requires physical activity and a cognitive component related to fitness and wellness. This course is repeatable. Signature of the instructor and documentation of physical disability is required prior to enrollment.	
<b>FW 132 Fitness Programs</b>	1
<b>FW 134 Jogging</b>	1
<b>FW 141 Water Aerobics</b>	1
<b>FW 149 Swimming for Fitness</b>	1
<b>FW 156 Aquatic Training for Sports</b>	1
Designed for pre-season or in-season training for both collegiate and amateur athletes. Workouts are sport specific and be will be designed as a way to cross train for a wide range of sports in an aquatic environment. Fall semester first half and second half, and spring semester first half.	
<b>FW 166 Aerobics</b>	1
<b>FW 175 Survey of Physical Education Activities</b>	3
Course includes individualized fitness assessment, personalized program development, and exposure to leisure and lifetime wellness activities as they relate to the Continuing Studies student. Also includes a personalized aerobic component and nutritional considerations. For Continuing Studies students only.	
<b>FW 191 Independent Study</b>	1-4
<b>FW 219 Ice Skating for Fitness</b>	1
Ice skating activities are used to promote physical fitness. Course activity furthers ice skating skill and overall fitness while course materials guide students through self-assessment of their life-behaviors related to their wellness levels.	



\* Prerequisites: HS 220 and HS 221: Anatomy and Physiology I, II

## Requirements for Athletic Coaching Minor (19-21)

AT 270	Emergency Response	2
KIN 322	Philosophical and Psychological Aspects Of Coaching	3
KIN 370	Sports Psychology	3
Complete three credits of internship:		3
KIN 390	Internship	
KIN 410	Coaching Methods	3
And select five or more credits from the following courses:		5-7
AT 271	Introduction to Athletic Training	
KIN 420	Administrative and Legal Aspects of Health, Fitness and PE	
KIN 490	Internship	

## Fitness and Wellness Courses

<b>FW 118 Adaptive Physical Activity</b>	1
Adaptive Physical Activity is designed to provide students with physical disability the opportunity to experience individualized instruction in physical activity, fitness, and wellness. The course requires physical activity and a cognitive component related to fitness and wellness. This course is repeatable. Signature of the instructor and documentation of physical disability is required prior to enrollment.	
<b>FW 132 Fitness Programs</b>	1
<b>FW 134 Jogging</b>	1
<b>FW 141 Water Aerobics</b>	1
<b>FW 149 Swimming for Fitness</b>	1
<b>FW 156 Aquatic Training for Sports</b>	1
Designed for pre-season or in-season training for both collegiate and amateur athletes. Workouts are sport specific and be will be designed as a way to cross train for a wide range of sports in an aquatic environment. Fall semester first half and second half, and spring semester first half.	
<b>FW 166 Aerobics</b>	1
<b>FW 175 Survey of Physical Education Activities</b>	3
Course includes individualized fitness assessment, personalized program development, and exposure to leisure and lifetime wellness activities as they relate to the Continuing Studies student. Also includes a personalized aerobic component and nutritional considerations. For Continuing Studies students only.	
<b>FW 191 Independent Study</b>	1-4
<b>FW 219 Ice Skating for Fitness</b>	1
Ice skating activities are used to promote physical fitness. Course activity furthers ice skating skill and overall fitness while course materials guide students through self-assessment of their life-behaviors related to their wellness levels.	

# Kinesiology Courses

<b>KIN 191 Independent Study</b>	1-4
<b>KIN 196 Topics in Kinesiology</b> Selected lower-division topics in physical education. Periodic offering.	1-3
<b>KIN 290 Internship</b>	1-4
<b>KIN 291 Independent Study</b>	1-4
<b>KIN 322 Philosophical and Psychological Aspects Of Coaching</b> An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Fall semester.	3
<b>KIN 322W Philosophical and Psychological Aspects Of Coaching</b> An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes.	3
<b>KIN 330 Adaptive PE &amp; Recreation</b> A study of teaching activities that must be directed toward or modified for special groups. Jan Term.	2
<b>KIN 344 Curriculum and Methods: Elementary Health, Fitness and PE</b> Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced.	1
<b>KIN 345 Elementary PE and Health Education: Curriculum and Methods</b> Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: Health, Fitness, and Physical Education majors. Fall semester.	2
<b>KIN 351 Curriculum and Methods: Secondary Health, Fitness and PE</b> Practical applications of educational theory and sports content. Emphasis on preparation of resource units and directed teaching. Spring semester.	2
<b>KIN 370 Sports Psychology</b> Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.	3
<b>KIN 390 Internship</b>	1-4
<b>KIN 391 Independent Study</b>	1-4
<b>KIN 395 Teaching Assistantship</b>	1-4

<b>KIN 396 Topics in Physical Education</b>	1-4
Selected upper-division topics in physical education.	
<b>KIN 400 Tests and Measurements</b>	2
Selection, administration, interpretation and application of tests of fitness, skills and knowledge. Development of computer software proficiency as it relates to the evaluation of tests designed to analyze human movement. Fall semester.	
<b>KIN 410 Coaching Methods</b>	3
Instruction in athletic coaching methodology such as effective practice planning, effective use of drills in skill acquisition, physical conditioning methods (aerobic/anaerobic), strength conditioning, and understanding of athletic training (hydration, taping, injury prevention and rehabilitation). Spring semester, every other year.	
<b>KIN 420 Administrative and Legal Aspects of Health, Fitness and PE</b>	2
Administrative policies and practices as they relate to program development, budget, facilities, equipment, personnel management and public relations in directing physical education, intramural and interscholastic sports programs. Fall semester.	
<b>KIN 430 Sports and Society</b>	3
Interrelationships of sports with other aspects of culture. Role of sports in American society.	
<b>KIN 430W Sports and Society</b>	3
Interrelationships of sports with other aspects of culture. Role of sports in American society.	
<b>KIN 465 Motor Development, Control and Learning</b>	2
Theories and principles of motor activity and motor responses. Spring semester.	
<b>KIN 480 Field Study</b>	1-4
<b>KIN 481 Field Experience</b>	0-3
<b>KIN 490 Internship</b>	1-4
<b>KIN 491 Independent Study</b>	1-4
<b>KIN 495 Teaching Assistantship</b>	1-4
<b>KIN 498 Senior Seminar</b>	2
Career planning, graduate school, financial planning, and effective leadership are discussed as students get ready for professional careers. Emphasis on student presentations. Spring semester.	

## Physical Education Courses

<b>PE 113 Beginning Basketball</b>	1
<b>PE 115 Bowling</b>	1
<b>PE 119 Ice Skating</b>	1

<b>PE 120 Pilates</b>	1
Body conditioning via a unique method of stretching and strengthening exercises developed by Joseph Pilates. It is composed of hundreds of exercises which allow workouts to be customized to meet individual needs.	
<b>PE 121 Yoga</b>	1
Yoga combines exercise through physical postures (asanas) and breathing technique (pranayama) and when practiced appropriately promotes wellness of body and mind. Yoga benefits the body by lengthening and strengthening muscles and tendons. It benefits the mind and body connections by enhancing energy, promotes relaxation, and improves focus and concentration.	
<b>PE 122 Tennis</b>	1
<b>PE 124 Weight Training</b>	1
<b>PE 125 Golf</b>	1
<b>PE 128 Sports Conditioning</b>	1
<b>PE 129 Badminton</b>	1
<b>PE 130 Soccer</b>	1
<b>PE 133 Beginning Volleyball</b>	1
<b>PE 137 Modern Dance</b>	1
Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester, even years. 1 credit.	
<b>PE 138 Karate</b>	1
<b>PE 143 Ballet I</b>	1
<b>PE 148 Cross-Country Skiing</b>	1
Lab fee covers: transportation, instruction, and equipment.	
<b>PE 152 West Coast Swing and Lindy Hop</b>	1
PE activity course. Includes the development of these dances, their history and their resurgence in popular culture today.	
<b>PE 153 American Ballroom Dance</b>	1
The study of and practice of various forms of social dance, primarily ballroom dance with some emphasis on country dance.	
<b>PE 154 International Ballroom Dance</b>	1
<b>PE 159 Snow Skiing and Boarding</b>	1
Lab fee covers: transportation, instruction, and lift ticket. There is an additional fee if you need to rent equipment.	
<b>PE 164 Pickleball</b>	1

<b>PE 178 Karate II</b>	<b>1</b>
JKA Shotokan Karate. Course will build upon the kata learned in Karate (PE 139).	
<b>PE 180 Field Studies</b>	<b>1-4</b>
<b>PE 183 Jazz Dance I</b>	<b>1</b>
A beginning course in jazz to empower students to see their strengths in expressing themselves through dance. Emphasis not only on technique, vocabulary, stretching and strengthening, but on stringing movements together through choreography. No experience necessary.	
<b>PE 184 Postures of the Soul: Sacred Dance</b>	<b>1</b>
An exploration of worship through movement and dance. Classes will offer a broad overview of sacred dance expressions. Students will visit churches that incorporate dance in their services, present in chapel, and explore other movement ministry opportunities. Students will also choreograph a movement sequence as it relates to worship.	
<b>PE 185 Ministry, Movement and the Arts</b>	<b>1</b>
Recommended for men and women who desire to deepen their Christian faith through the collaboration of various art forms. Experience Scripture and worship with body, mind and spirit. Explore Scriptural themes and contemporary social concerns through the medium of movement and the creative arts.	
<b>PE 191 Independent Study</b>	<b>1-4</b>
<b>PE 196 Topics in Kinesiology</b>	<b>1-3</b>
<b>PE 213 Intermediate Basketball</b>	<b>1</b>
<b>PE 229 Intermediate Badminton</b>	<b>1</b>
<b>PE 233 Intermediate Volleyball</b>	<b>1</b>
<b>PE 253 Intermediate Ballroom Dance</b>	<b>1</b>
<b>PE 282 Winter Mountaineering</b>	<b>3</b>
Course includes Nordic skiing with an emphasis on advanced backcountry skiing, snowshoeing, mountaineering technique, peak ascents, first aid, leadership issues, and route finding. Offered at Tall Timber Ranch. Jan Term occasionally.	
<b>PE 291 Independent Study</b>	<b>1-4</b>
<b>PE 395 Teaching Assistantship</b>	<b>1-4</b>



# Leadership Studies Program

The mission of the Whitworth Leadership Studies Program is to educate the minds and hearts of those who practice leadership. The program will make a significant and unique contribution to the study and practice of leadership through its integration of principles and theories of leadership with the transforming nature and the moral authority of Christ. Students will acquire knowledge and skills informed by the emerging and related collaborative and transforming leadership theories. The program teaches a perspective on world need that is broad, inclusive and empathetic.



The learning outcomes of this minor prepare the student to obtain the following:

## Knowledge

Students who complete the leadership studies program will do the following:

- Develop knowledge of the evolution of the theories of leadership and management, as well as theories that inform various practices of leadership, e.g. conflict management.
- Be able to understand, in different kinds of leadership situations, how to choose appropriate situational leadership styles and understand the basic leadership theory that informs their practice of leadership.
- Understand how complexity theory and chaos theory inform their analysis of organizations.
- Understand the differences between transactional and transforming leadership and the benefits of each in different kinds of leadership and organizational settings.
- Learn to develop and present a comprehensive project proposal.
- Explore the relationship of leadership to service by participating in local and global service projects.
- Have appreciation and knowledge of both the breadth and the depth of contemporary and classical leadership literature.

## Skills

Students who complete the leadership studies program will gain skills and competence in the following areas:

- Moral reasoning
- Leading change
- Critical-thinking skills
- Creative problem-solving skills
- Conflict-resolution skills
- Human motivation

- Organizational behavior
- Communications issues
- Servant-leadership
- Ethical practices in leadership
- Participation on leadership teams

## Requirements for Leadership Studies Minor (19)

### Required core courses:

LS 250	Principles of Service and Leadership	3
LS 350	Transforming Leadership	3
LS 401	Leadership Seminar	1

### Three semester credits from the following:

LS 490	Leadership Internship	3
LS 455	Chaos Theory, Leadership and Management	
GE 330	Community Leadership Training	
TH 170	Leadership Development in Ministry	

### Supporting curriculum (choice of nine semester credits): 9

#### Business and Economics (no more than six semester credits):

BU 110	Introduction to Business and Management
BU 425	Organizational Behavior
BU 450W	Social and Ethical Issues in Business And Economics
BU 453W	Organizational Theory
BU 455	Chaos Theory, Leadership and Management
EC 425	Economic Development

#### Communication Studies (no more than six semester credits):

JMC 244	Publicity and Public Relations
SP 323	Organizational Communication
SP/TH 336	Gospel Proclamation
SP 338	Small Group Ministry
SP 351	Group Dynamics
SP 355	Parliamentary Procedure
SP 362	Argumentation and Debate
SP 387	Rhetorical Criticism
SP 398	Intercultural Communication
SP 493	Communication Ethics

#### English, Political Science and History (no more than six semester credits):

EL 316	American Drama Since 1900
HI 410W	American Intellectual History
HI 445	Revolution in History
PO 297	Nonviolent Defense and Conflict Resolution
PO 353	International Political Economy
PO 371	Introduction to Public Administration
PO 425W	International Development
PO 434W	American Political Thought

#### Psychology and Sociology (no more than six semester credits):

SO 310	Interpretations of Modern Society
SO 365	Cities and Urban Life

#### Theology & Philosophy (no more than six semester credits):

PH/TH 221	Ethics
TH 313W	History of Christianity I
TH 314W	History of Christianity II: World Christian Movement
TH/SP 336	Gospel Proclamation
SP 338	Small Group Ministry
Other Discipline Areas (no more than nine semester credits):	
BI 333	Evolutionary Biology
BI 354	Developmental Biology
EDU 201, 202	Educational Psychology
EDU 401W	Democracy, Leadership, and Schooling
KIN 322	Philosophical and Psychological Aspects Of Coaching
AT 333	Organization and Administration of Athletic Training
MI 302	Applied Leadership
MU 225	General Conducting
MU 427	Advanced Conducting
PS 151	General Physics I
PS 455	Quantum Mechanics
TA 361	Fundamentals of Directing
Special Topics:	
LS 196	Topics in Leadership Studies
LS 396	Topics in Leadership Studies

## Courses

<b>LS 196 Topics in Leadership Studies</b>	1-3
Selected lower-division topics in leadership studies. Periodic offering.	
<b>LS 250 Principles of Service and Leadership</b>	3
A focus on basic leadership skills development and theoretical foundations. Students gain exposure to leadership styles, values and leadership, and numerous leadership skills and challenges as well as theory that informs leadership practices and issues.	
<b>LS 291 Independent Study</b>	1-3
<b>LS 350 Transforming Leadership</b>	3
The companion and sequel to LS 250. The course carefully explores transforming leadership theory. Students participate in a service-learning project in which the theory is put to a practical test.	
<b>LS 390 Leadership Internship</b>	1-4
<b>LS 391 Independent Study</b>	1-3
<b>LS 395 Teaching Assistantship</b>	1-4
<b>LS 396 Topics in Leadership Studies</b>	1-3
<b>LS 401 Leadership Seminar</b>	1
A senior seminar for students completing the leadership studies minor. This capstone leadership studies course is taken after all other leadership studies core coursework requirements are completed. Students are exposed to emerging literature in leadership studies and develop and present a senior thesis on leadership.	

## LS 455 Chaos Theory, Leadership and Management

3

A capstone course in leadership theory. Application of theory and practice to personal philosophy of leadership and how that applies to future vocational/avocational objectives. Translation of theory into practice through a major course proposal. Project. Periodic offering.

## LS 480 Field Studies

1-4

## LS 490 Leadership Internship

1-4

Internships are arranged by students and approved by the Whitworth Leadership Studies Program Board.

## LS 491 Independent Study

1-4

## LS 495 Teaching Assistantship

1-4

## Leadership Studies Program

# Mathematics & Computer Science

The Whitworth Mathematics & Computer Science Department offers a solid foundation in mathematics, statistics, computer programming, databases, networks and software engineering. Talented faculty in the department's interdisciplinary programs help students learn to apply mathematics and computing skills in the fields of natural science, business and industry, and the social and behavioral sciences.



Believing that God wants every individual to strive to reach his or her full potential, department faculty challenge motivated students by providing them the opportunity to participate in activities that go beyond the traditional classroom experience. These involve state-of-the-art research and development, service-learning projects and teaching assistant opportunities. Through theory, practice and the pursuit of knowledge, students develop the problem-solving skills that will help them succeed in their professions and in life. The learning outcomes of this major prepare the student to do the following:

## Mathematics

- Demonstrate an appropriate level of problem-solving skills using analytical reasoning.
- Demonstrate proficiency in oral and written communication.
- Develop necessary skills for ongoing learning.
- Understand the need for solid ethical decision-making. Consider how faith and/or worldview can inform one's vocation and professional practices.
- Transition from concrete to abstract thinking according to the design of the undergraduate program in mathematics.
- Demonstrate proficiency with various technological tools.

## Computer Science

- Demonstrate an appropriate theoretical foundation for computer science.
- Develop software engineering proficiency.
- Cultivate problem-solving and critical-thinking skills.
- Reinforce interpersonal skills and effective teamwork.
- Demonstrate proficiency in communication skills – written, verbal, and presentation.
- Gain an international perspective and the ability to work cross-culturally.



- Understand the need for sound ethical decision-making and the social and legal implications of those decisions. Consider how faith and/or worldview can inform one's vocation and professional practices.

## Computer Science Honors Program

The intent of the honors program is to provide motivated students with the social and academic activities necessary to foster their growth as individuals and their commitment to excellence and service to others. Students enrolled in the program must complete a major in computer science. To qualify for graduation as a Computer Science Honors Program graduate, candidates must successfully complete the following requirements by the end of their senior year. Each requirement will be documented in the student's portfolio.

1. Apply for admission into the honors program after completing CS 172.
2. Maintain an overall cumulative GPA of 3.5 or above.
3. Complete the professional learning requirement by fulfilling each of the following activities:
  - Join either the Association for Computing Machinery or the IEEE Computer Society.
  - Regularly attend ACM/IEEE Computer Society meetings.
  - Participate in the planning and presentation of a minimum of two ACM meetings.
  - Document meeting plans and presentations in the portfolio.
  - Participate in ACM/IEEE activities (i.e. social events, special-topics seminars, etc.).
4. Complete the service requirement by participating in at least one of the following areas:
  - Teaching assistant for computer science courses
  - Research assistant for a computer science faculty member
  - Lab assistant for the general computing labs
  - Technician for the Whitworth Computing Services Department
  - Participation in related service-learning projects
5. Complete the internship requirement by satisfactory completion of an internship and/or research assistantship.
6. Complete and defend a senior research project.
7. Complete one semester of CS 499W, Research Methods.

## Requirements for a Mathematics Major, B.A. (39-40)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
Four of the following upper-division courses:		12-13
MA 317	Introduction to Complex Variables	
MA 350	Numerical Analysis	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	

MA 360	Number Theory	
MA 396	Topics in Mathematics	
MA 410	Algebraic Structures	
MA 430W	Graph Theory and Combinatorics	
MA 440	Introduction to Real Analysis I	
MA 441	Introduction to Real Analysis II	
CS 499W	Research Methods	
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II	
For teacher certification:		
MA 365	Modern Geometry	
EDU 454	Mathematics in Secondary School	

## Requirements for a Mathematics Major, B.S. (55-57)

All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
MA 330	Linear Algebra	3
MA 430W	Graph Theory and Combinatorics	3
MA 440	Introduction to Real Analysis I	3
MA 441	Introduction to Real Analysis II	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
Four of the following upper-division courses:		12

MA 317	Introduction to Complex Variables	
MA 350	Numerical Analysis	
MA 357	Mathematical Statistics I	
MA 358W	Mathematical Statistics II	
MA 360	Number Theory	
MA 396	Topics in Mathematics	
MA 410	Algebraic Structures	
CS 499W	Research Methods	
EN 356 & EN 358	Mathematical Methods I and Mathematical Methods II	

Two courses as follows:		6-8
EC 210 & EC 211	Principles of Microeconomics and Principles of Macroeconomics	
PS 151 & PS 153	General Physics I and General Physics II (and labs)	

For teacher certification:		
MA 365	Modern Geometry	
EDU 454	Mathematics in Secondary School	

## Requirements for a Mathematical Economics Major, B.A. (55)

MA 171	Calculus I	4
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MA 172	Calculus II	4
MA 273	Calculus III	4
MA 256	Elementary Probability and Statistics	3
MA 281	Differential Equations	3
MA 294	Career and Vocation Seminar	1
MA 330	Linear Algebra	3
MA 357	Mathematical Statistics I	3
MA 358W	Mathematical Statistics II	3
CS 171	Computer Science I	3
CS 172	Computer Science II	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
EC 320	Intermediate Microeconomic Analysis	3
EC 321W	Intermediate Macroeconomic Analysis	3
EC 402	Econometrics	3

Two of the following: 6

(CS 273, CS 374W and MA 390/490 are strongly recommended for students pursuing actuarial certification)

EC 365W	History of Economic Thought	
EC 416	International Trade and Finance	
EC 425	Economic Development	
CS 273	Data Structures	
CS 374W	Database Management	
MA 350	Numerical Analysis	
MA 352	Intro to Mathematical Biology	
MA 390	Internship	
MA 490	Internship	

## Computer Science Core Courses (27)

Required for all computer science majors (plus option requirements)

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 274	Ethical, Social & Legal Issues in Computer Science	3
CS 278	Computer Organization and Assembler Programming	3

One of the following:

CS 370	Programming Languages	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	
CS 374W	Database Management	3
CS 472	Software Engineering	3
CS 475W	Operating Systems	3

Recommended:

CS 294	Career and Vocation Seminar	
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## Requirements for a Computer Science Major, B.A. (56)

### International Project Management Option

Computer science core classes	27
CS 376	Technology Management

BU 110	Introduction to Business and Management	3
BU 230	Financial Accounting	3
BU 311	Principles of International Business	3
MA 256	Elementary Probability and Statistics	3
SP 398	Intercultural Communication	3
Completion of an international study experience		3
CS 360	Technology & Culture: Study Abroad Program (or other prior approved international education experiences such as semester-abroad or year-abroad programs, international internship experience.)	
A Modern Language 201 course or demonstrated second-year language proficiency.		4
One of the following:		4
MA 150	Pre-Calculus	
MA 171	Calculus I	
Recommended:		
CS 301	Internet Applications Development	
CS 313	Networks	
BU 231	Managerial Accounting	

## Requirements for a Computer Science Major, B.A. (55)

### Business Option

Computer science core classes		27
CS 376	Technology Management	3
BU 110	Introduction to Business and Management	3
BU 230	Financial Accounting	3
BU 231	Managerial Accounting	3
BU 333	Accounting Systems and Theory	3
EC 210	Principles of Microeconomics	3
EC 211	Principles of Macroeconomics	3
MA 256	Elementary Probability and Statistics	3
One of the following:		4
MA 150	Pre-Calculus	
MA 171	Calculus I	
Recommended:		
CS 301	Internet Applications Development	
CS 313	Networks	

## Requirements for a Computer Science Major, B.A. (55)

### Network Systems Option

Computer science core classes		27
CS 313	Networks	3
CS 314	Microsoft Networks	3
CS 315	Distributed Scalable Computing	3
CS 401	Computer Architecture	3
MA 256	Elementary Probability and Statistics	3
Three upper-division computer science courses		9
One of the following:		4
MA 150	Pre-Calculus	

MA 171

Calculus I

Recommended:

CS 376

Technology Management

## Requirements for a Computer Science Major, B.S. (64-65)

Computer science core classes		27
CS 401	Computer Architecture	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
One of the following:		3-4
CS 373	Digital Logic Design (Recommended for Computer Science majors)	
PS 373	Electronics	
One of the following:		3
CS 313	Networks	
CS 357	Computer Graphics	
CS 457	Artificial Intelligence	
One of the following:		3
MA 350	Numerical Analysis	
MA 410	Algebraic Structures	
MA 430W	Graph Theory and Combinatorics	
Recommended:		
MA 256	Elementary Probability and Statistics	
MA 273	Calculus III	
CS 315	Distributed Scalable Computing	
CS 499W	Research Methods	

## Requirements for a Bioinformatics Major, B.S. (68-69)

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 355	Introduction to Bioinformatics	3
CS 374W	Database Management	3
CS 472	Software Engineering	3
CS 473	Advanced Algorithm Design and Analysis	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
Math Elective		3
MA 281	Differential Equations	
MA 430W	Graph Theory and Combinatorics	
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4



BI 363	Genetics	4
Biology Elective		3-4
BI 333	Evolutionary Biology	
BI 399	Molecular Biology	
MA 352	Intro to Mathematical Biology	
CH 161	General Chemistry I	3
CH 181	General Chemistry II	3
CH 271	Organic Chemistry I	3
CH 278	Organic Chemistry II	3
CH 401	Biochemistry I	3
Recommended Chemistry Courses		
CH 161L	General Chemistry I Lab	
CH 181L	General Chemistry II Lab	
CH 271L	Organic Chemistry I Lab	
CH 278L	Organic Chemistry II Lab	
CH 401L	Biochemistry I Lab	
Recommended Physics Courses		
PS 151	General Physics I	
PS 151L	General Physics I Lab	
PS 153	General Physics II	
PS 153L	General Physics II Lab	

## Requirements for a Mathematics Minor (21)

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
One of the following:		3
MA 256	Elementary Probability and Statistics	
MA 281	Differential Equations	

## Requirements for a Mathematics Minor (22)

(meets endorsement requirements)

This minor can be completed only by students receiving education certification.

All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I	4
MA 172	Calculus II	4
MA 256	Elementary Probability and Statistics	3
MA 278	Discrete Mathematics	3
MA 330	Linear Algebra	3
MA 365	Modern Geometry	3
One of the following:		2
EDU 341	Mathematics: Elementary Methods	
EDU 454	Mathematics in Secondary School	

*Note: Students pursuing elementary certification will also take MA 221.*

## Requirements for Computer Science Minor (22)

CS 172	Computer Science II	3
CS 273	Data Structures	3
CS 278	Computer Organization and Assembler Programming	3
CS 301	Internet Applications Development	3
CS 374W	Database Management	3
One of the following:		4
MA 150	Pre-Calculus	
MA 171	Calculus I	

## Requirements for Information Technology Minor (21)

CS 171	Computer Science I	3
CS 172	Computer Science II	3
CS 313	Networks	3
CS 374W	Database Management	3
Three of the following:		9
CS 301	Internet Applications Development	
CS 302	Multimedia Applications Development	
CS 314	Microsoft Networks	
CS 315	Distributed Scalable Computing	
CS 371	Windows Applications Development	
CS 372	Java Applications Development	

## Computer Science Courses

### CS 110 Introduction to Computer Information Systems

3

Basic concepts of computer hardware, software and information processing. Impact of computers on society and the ethics of information technology. Hands-on experience with operating systems, file systems, word processors, spreadsheets, databases and communication tools. Fall semester.

### CS 125 Business Information Systems

3

Introduction to business application software. Students will cover business application software concepts including Microsoft Excel, Access and very introductory macro programming for these applications. The course will start with advanced Excel topics, proceed to Access and finish with introductory macro programming concepts. Students will implement and present a business-related project using either Excel or Access. Fall and spring semesters.

### CS 171 Computer Science I

3

Introduction to problem-solving, abstraction and design using the C++ language. Special emphasis on development of algorithms and writing programs in a structured form. Prerequisite: MA 108 or equivalent. Fall and spring semesters.

### CS 172 Computer Science II

3

Problem-solving, abstraction and design using the C++ language. Special emphasis on pointer variables, recursion, and file handling. Introduction to data structures (including stacks, queues, linked lists, and binary trees), classes, and object-oriented programming. Prerequisite: CS 171. Fall and spring semesters.

### CS 191 Independent Study

1-4

### CS 196 Topics in Computer Science

1-3

Selected lower-division topics in computer science. Periodic offering.

**CS 273 Data Structures**

3

An introduction to stacks, queues, recursion, linked lists, trees, graphs, sorting, and searching. Emphasis on algorithm analysis. Prerequisite: CS 172. Fall and spring semesters.

**CS 274 Ethical, Social & Legal Issues in Computer Science**

3

Students will research, discuss, and argue a variety of current ethical issues related to computer science. Students will also learn about the professional organizations' supporting computer scientists and understand each organization's code of ethics. Finally, students will understand how to be professionals in computer science. Prerequisite: CS 171. Spring semester.

**CS 278 Computer Organization and Assembler Programming**

3

Computer organization and the structure of digital computers. Work in MASM assembler language programming on a PC computer. Prerequisite: CS 172. Fall semester.

**CS 290 Internship**

1-4

**CS 291 Independent Study**

1-4

**CS 294 Career and Vocation Seminar**

1

Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Spring semester.

**CS 301 Internet Applications Development**

3

An information technology course designed as an introduction to the tools and methods of Internet applications development. Special emphasis on Internet programming languages and the design of interactive WWW documents. Prerequisite: CS 171. Jan Term, odd years.

**CS 302 Multimedia Applications Development**

3

An information technology course designed as an introduction to the tools and methods of multimedia applications development. Students will learn how to integrate text, graphics, animation, digital video, and sound to create interactive multimedia applications. Recommended Prerequisite: CS 110, CS 171, CS 172, CS 273 or CS 125. Jan Term, even years.

**CS 313 Networks**

3

Fundamental concepts of computer network theory, topologies, architecture, and protocol layers. Provides a foundation in current networking technology for local area networks, wide area networks, and the Internet. Prerequisite: CS 273. Fall semester, odd years.

**CS 314 Microsoft Networks**

3

A network-systems technology course designed to provide students with the knowledge and skills necessary to complete day-to-day administrative tasks in a single domain or multiple domain Microsoft-based network. Students will learn how to install, configure, customize, optimize, troubleshoot, and support local- and wide-area network environments. Prerequisite: CS 172. Spring semester, even years.

**CS 315 Distributed Scalable Computing**

3

Introduction to concepts of distributed and parallel processing paradigms. Project development using a variety of programming technologies. Development in Windows and Linux Operating Systems. Prerequisite: CS 273. Fall semester, even years.

**CS 320 Quality Assurance in Software Development**

3

Students in this course will cover techniques in testing computer software. Topics will include: History of software and testing, ad-hoc testing methods, test plans, formal testing methods, automation and testing tools, and security testing. Students will have a firm foundation in testing as well as improved skills as software developers. Prerequisite: CS 172. Fall semester, even years.

**CS 355 Introduction to Bioinformatics**

3

This is an interdisciplinary course that integrates molecular biology, biophysics, statistics and computer science. The course provides an introduction to the computational tools, techniques and algorithms that are used by biologists, geneticists and computational chemists to gain a deeper understanding of the fundamental processes that govern biological organisms.

**CS 357 Computer Graphics**

3

Hands-on experience with state-of-the-art computer graphics rendering and display techniques. Emphasis on texture mapping, ray tracing, and 2-D and 3-D object manipulation and animation. Prerequisite: CS 273. MA 330 highly recommended. Spring semester, odd years.

**CS 359 Introduction to Technology & Culture: Study Abroad Program Preparation**

1

Required for those students taking part in CS 360: Technology & Culture: Study Abroad Program in Jan Term. In addition to preparing students to experience a foreign culture, this course studies technology from global, economic, religious, gender and intercultural viewpoints. The course serves to build community among the program participants and prepares them for international travel, intercultural sensitivity, and cross-cultural experiences. Taken in preparation for CS 360. Permission of instructor. Fall term, odd years.

**CS 360 Technology & Culture: Study Abroad Program**

3

A Jan Term study program focusing on the interactions between technology and culture. Students will broaden their cross-cultural understanding by exploring the role of technology in another culture as well as the influence the culture has had on technology. Students will participate in university exchanges, visit vital industries, travel to important historical cultural sites, attend different churches, and engage in other rich cross-cultural experiences such as service projects. Students are required to prepare for this program by taking CS 359 Introduction to Technology & Culture. Destination country varies, e.g. Ireland/Britain, India, etc. Jan Term, even years.

**CS 370 Programming Languages**

3

Concepts and paradigms of programming languages. Topics include: history of programming languages, language-design principles, syntax, semantics, data types, control structures, object-oriented languages, functional programming, logical programming, and parallel programming. Includes laboratory experience in comparing paradigms and behaviors of different languages. Prerequisite: CS 273. Fall semester, odd years.

**CS 371 Windows Applications Development**

3

A foundation for developing conventional Windows applications using object-oriented and component-based programming techniques. Topics include component-based development, network applications, graphical user interface components, exception handling, and components for web applications. Prerequisite: CS 273. Jan Term, even years.

**CS 372 Java Applications Development**

3

A foundation for developing conventional applications in the object-oriented Java programming language. Topics include Java programming constructs, multithreading, graphical user interface components, exception handling, and Java networking. Prerequisite: CS 172. Jan Term, odd years.

**CS 373 Digital Logic Design**

3

Combinatorial and sequential logic circuit design and analysis. Hands-on experience with modern design tools, hardware description languages (e.g. VHDL), and FPGA devices. Topics include number systems, minimization, multiplexers, decoders, encoders, code converters, comparators parity, circuits, and shifters. Prerequisites: MA 278 and PS 153. Fall semester, odd years.

**CS 374W Database Management**

3

Comprehensive introduction to design and development of databases and database applications. Combined approach of relational database theory and application development using popular database management systems. May also include current trends such as XML databases, data warehousing, and web interfaces. Prerequisite: CS 273. Fall semester.

**CS 376 Technology Management**

3

The course examines theory and practice in management of information technology and software projects in internationally competitive organizations. Study includes leadership of cross-functional personnel and international teams, innovative strategies in technical cultures, analysis of organizational structures, project marketing, quality assurance, and general project management. Prerequisites: CS 125 or CS 171, and must take BU 110. Fall semester, even years.

**CS 380 Field Studies**

1-4

**CS 390 Internship**

1-4

**CS 391 Independent Study**

1-4

**CS 395 Teaching Assistantship**

1-4

**CS 396 Topics in Computer Science**

1-3

Selected upper-division topics in computer science. Periodic offering.

**CS 401 Computer Architecture**

3

Digital computer system design and analysis. Topics include: synchronous/asynchronous sequential machines, parallel structures, pipelining, and input/output. Includes laboratory experience in microprocessor design and architecture. Prerequisite: CS 278. Spring semester, even years.

**CS 457 Artificial Intelligence**

3

Introduction to artificial intelligence concepts. Foundational theory includes intelligent agents, search, first-order logic, knowledge representation, planning, probabilistic reasoning, and genetic programming. Projects and programming of robotics as autonomous agents. Prerequisite: CS 273. Spring semester, even years.

**CS 472 Software Engineering**

3

Designed as an intensive, project-oriented, senior capstone course. Topics include software system analysis and design, software project management and life cycle, software tools, documentation, and maintenance. Prerequisites: CS 273 and CS 374W. Senior class standing. Spring semester.

**CS 473 Advanced Algorithm Design and Analysis**

3

Advanced study of the design and analysis of algorithms. Topics include advanced complexity analysis, advanced recursive algorithms, graph theory algorithms, optimization problems, algorithms related to number theory, and other contemporary topics. Analysis of problems associated with searching and sorting. Prerequisites: CS 273 and MA 278. Fall semester.



<b>CS 475W Operating Systems</b>	<b>3</b>
Introduction to the theory of basic operating systems. Includes memory management, scheduling, resource management, synchronization, process and thread management, security, and concurrent processes. Prerequisites: CS 273 and CS 278. Spring semester.	
<b>CS 490 Internship</b>	<b>1-4</b>
<b>CS 491 Independent Study</b>	<b>1-4</b>
<b>CS 495 Teaching Assistantship</b>	<b>1-4</b>
<b>CS 496 Research Assistantship</b>	<b>1-3</b>
Opportunity to work closely with a professor on a research project. Periodic offering.	
<b>CS 499W Research Methods</b>	<b>3</b>
Examination of research methods and a foundation for the Computer Science research program. An opportunity to challenge the advanced and motivated student. Includes readings, dissemination methods research projects in current topics, and working closely with faculty in a mentoring relationship. Prerequisite: CS 172 or instructor permission. Fall semester.	

## Mathematics Courses

<b>MA 107 Basic Concepts in Modern Mathematics</b>	<b>3</b>
Mathematics for the liberal arts student. An introduction to contemporary mathematics and its role in society. Current and past applications of mathematics in the real world will be examined. Topics may include management science, coding information, geometric applications, and statistics. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 108 Finite Mathematics for Social Sciences</b>	<b>4</b>
A study of mathematical applications to business, economics, social sciences, and personal finance. Topics include mathematics of finance, systems of linear equations, matrices and linear programming. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 150 Pre-Calculus</b>	<b>4</b>
Preparation for the calculus sequence. Solving systems of equations, exponential, logarithmic and trigonometric functions, and equations with applications in the social and natural sciences. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 158 Calculus for Social Sciences</b>	<b>4</b>
Limits, rates of change, differentiation, graphing and optimization, integration, and business applications. Prerequisites: MA 108 or the equivalent of 550 or above on the SAT. Fall and spring semesters.	
<b>MA 171 Calculus I</b>	<b>4</b>
Functions, limits, continuity, differentiation, and anti-differentiation. Emphasis on solving problems numerically and graphically, as well as algebraically. Prerequisite: MA 150 or 600+ SAT. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 172 Calculus II</b>	<b>4</b>
Applications of integration, transcendental functions, techniques of integration, and infinite series. Prerequisite: MA 171. Fall and spring semesters. TI 83 or 84 calculator required.	

<b>MA 191 Independent Study</b>	1-4
<b>MA 196 Topics in Mathematics</b>	1-3
Selected lower-division topics in mathematics. Periodic offering.	
<b>MA 220 Structure of Elementary Mathematics</b>	3
For the prospective elementary or middle school teacher. Development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. Applies toward the general education math requirement for elementary education majors only. Meets the college math requirement for elementary education majors. Taught through Continuing Studies. Fall and spring semesters.	
<b>MA 221 Math for Elementary School Teachers I</b>	3
For the prospective elementary teacher, includes an introduction to problem solving, set operations and their application to arithmetic, numeration systems, arithmetic, algebra, and number theory as related to elementary school mathematics curriculum. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 222 Math for Elementary School Teachers II</b>	3
Course designed for future elementary school teachers. Covers topics of probability, descriptive statistics, geometry, measurement, and motion geometry. Does not apply toward the math general education requirement except for candidates for elementary teaching certificates. Prerequisite: MA 221. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 256 Elementary Probability and Statistics</b>	3
Descriptive statistics, probability, probability distributions, hypothesis testing, confidence intervals, correlation, and regression. Fall and spring semesters, and Jan Term. TI 83 or 84 calculator required.	
<b>MA 273 Calculus III</b>	4
Multivariable calculus, including partial differentiation, vector analysis, and multiple integrals. Prerequisite: MA 172. Fall and spring semesters. TI 83 or 84 calculator required.	
<b>MA 278 Discrete Mathematics</b>	3
A study of the foundations of mathematics (including sets, logic, relations, and functions), algorithms, combinatorics, and graph theory. Focus will be on developing logic and problem-solving skills involved in higher mathematics. Prerequisite: MA 171. Fall and spring semesters.	
<b>MA 281 Differential Equations</b>	3
A study of ordinary differential equations and their use in mathematical models in the physical, biological and social sciences, and in economics. Covers analytic and numerical solution techniques. Prerequisite: MA 273. Fall and spring semesters.	
<b>MA 290 Internship</b>	1-4
<b>MA 291 Independent Study</b>	1-4
<b>MA 294 Career and Vocation Seminar</b>	1
Students in this course will learn about different career and vocational paths related to mathematics and computer science and go about pursuing a specific path. Further, students will explore how their own faith and worldview can interact with their discipline through vocation discussions. Spring semester.	

<b>MA 317 Introduction to Complex Variables</b>	<b>3</b>
Introduction to complex numbers, analytic and elementary functions, and integration, series, residues and poles, and conformal mapping. Prerequisite: MA 273. MA 278 can also be taken as co-requisite. Spring semester, odd years.	
<b>MA 328 Math History Study Abroad Prep</b>	<b>1</b>
Required preparatory course for students planning on participating in the Jan term Math History Study Abroad Program. Includes background reading in the history of mathematics, information on specific sites visited while abroad, research for presentation to be given on site in Europe.	
<b>MA 329 Math History</b>	<b>3</b>
Study of the historical and cultural contexts of mathematics through readings, film and site visits in Europe.	
<b>MA 330 Linear Algebra</b>	<b>3</b>
Vector spaces, linear transformations, matrices, determinants, Euclidean spaces, systems of equations, and eigenvalues. Prerequisite: MA 172. MA 278 strongly recommended. Fall and spring semesters.	
<b>MA 350 Numerical Analysis</b>	<b>3</b>
Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations. Numerical differentiation, integration, solutions to differential equations. Prerequisites: MA 273, MA 330, and CS 172. MA 278 strongly recommended. Spring semester, even years.	
<b>MA 352 Intro to Mathematical Biology</b>	<b>3</b>
This course covers the following areas of biology: population growth, neuroscience, epidemiology, predator-prey models, cardiac dynamics and selected special topics. Mathematical topics will include: discrete and continuous differential equations, nonlinear analysis, bifurcation theory. Jan term, odd years. Prerequisite: MA 281.	
<b>MA 357 Mathematical Statistics I</b>	<b>3</b>
A theoretical study of probability, random variables and their distributions, confidence intervals, and tests of hypothesis, and regression and correlation. Prerequisites: MA 256 & MA 273. TI 83 or 84 calculator required. Fall semester, odd years.	
<b>MA 358W Mathematical Statistics II</b>	<b>3</b>
A theoretical study of confidence intervals and estimators, test of hypothesis, ANOVA, regression and correlation, and non-parametric methods. Prerequisite: MA 357. Spring semester, even years. TI 83 or 84 calculator required.	
<b>MA 360 Number Theory</b>	<b>3</b>
Divisibility, congruence, prime numbers, Diophantine equations, quadratic reciprocity, and number theoretic functions. Emphasis on mathematics education and problem-solving. Prerequisites: MA 172 and MA 278. Fall semester, even years.	
<b>MA 365 Modern Geometry</b>	<b>3</b>
Sets and propositions, postulation systems, affine geometry, Euclidean, and non-Euclidean geometry. Required for high school mathematics teachers. Prerequisites: MA 171 and MA 278. Spring semester.	
<b>MA 380 Field Studies</b>	<b>1-4</b>
<b>MA 390 Internship</b>	<b>1-4</b>
<b>MA 391 Independent Study</b>	<b>1-4</b>

<b>MA 395 Teaching Assistantship</b>	1-4
<b>MA 396 Topics in Mathematics</b>	1-3
Mathematical topics of current interest to the mathematics faculty and advanced students. May be repeated for credit with permission of department chair. Periodic offering.	
<b>MA 410 Algebraic Structures</b>	3
Logic, sets, relations, functions, groups, rings, fields, and vector spaces. Mathematics education and computing applications studied. Prerequisites: MA 172 and MA 278. Fall semester, odd years.	
<b>MA 430W Graph Theory and Combinatorics</b>	3
Study of paths and circuits, trees, planarity and duality, coloring of graphs, digraphs and networks, permutations and combinations, multinomial theorem, generating functions, principle of inclusion and exclusion, and recurrence relations. Prerequisites: MA 172 and MA 278. Spring semester.	
<b>MA 440 Introduction to Real Analysis I</b>	3
Sets and functions, properties of the real numbers, completeness axiom, elements of point-set topology, and sequences. Prerequisites: MA 273 and MA 278. Fall semester, even years.	
<b>MA 441 Introduction to Real Analysis II</b>	3
Limits of functions, continuity, differentiation, Riemann integration, and infinite series of numbers and functions. Prerequisite: MA 440. Spring semester, odd years.	
<b>MA 490 Internship</b>	1-4
<b>MA 491 Independent Study</b>	1-4
<b>MA 495 Teaching Assistantship</b>	1-4
<b>MA 496 Research Assistant</b>	1-3
Opportunity to work closely with a professor on a research project. Periodic offering.	

# Military Science/ROTC

Whitworth students may elect to participate in Army ROTC through a partnership program with Gonzaga University. Coursework requires travel to the Gonzaga campus, which is located six miles south of Whitworth.



The ROTC program is a cooperative effort between the U.S. Army, Gonzaga University and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. A student may earn a commission as an Army second lieutenant while achieving a college degree in the academic discipline(s) of his or her choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Whitworth students, but the associated leadership labs and physical fitness courses may be restricted if students are in a participating status rather than an enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the U.S. Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard, and reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leaders' Training Course (LTC) participants may receive advanced placement credit and may complete the program in two years. All students typically enroll in one military science class, the leadership laboratory and the Military Physical Fitness course each semester. The program consists of two phases: the basic (lower-division) course, usually taken during the freshman and sophomore years or completed through advanced placement credit, and the advanced (upper-division) course.

**Basic Course:** First- and second-year courses, MI 101, 102, 201, and 202, designed for beginning students who want to qualify for entry into the advanced course and for students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extracurricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC leaders' training course. MI 101 and 102 concentrate on fundamental skills, concepts, values and problem-solving and provide an overview of how the military fits into society. MI 201 and 202 more thoroughly address problem-solving, critical-thinking, communication and conflict-resolution skills.

**Advanced Course:** The advanced course consists of MI 301, 302, 401, and 402. It is open only to students who have completed the basic course or earned placement credit (see above). Students must also enroll in leadership labs (301L, 302L, 401L, or 402L) and Military Physical Fitness (303, 304, 403, or 404). Students also attend the five-week ROTC Leadership Development and Assessment Course (LDAC) during the summer between their junior and senior years. In addition to their



academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course and LDAC, coupled with a bachelor's degree from the university, qualify the cadet for a commission as a second lieutenant in the United States Army.

## **Financial Assistance**

Advanced-course students receive a subsistence allowance. Junior cadets receive \$450 a month for up to 10 months and senior cadets receive \$500 a month for up to 10 months. Freshman and sophomore cadets who are on scholarship and contracted will receive \$300 and \$350 a month, respectively, for up to 10 months each year. There are also cooperative programs with the Army National Guard and Army Reserve that will pay advanced-course cadets approximately \$1,500 per year for simultaneous service.

## **Scholarships**

Freshman- and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two- or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered. High school seniors interested in applying for a four-year scholarship typically submit applications by Jan. 1 of their senior year.

## **Fees, Uniforms and ROTC Texts**

A lab fee is the only fee associated with participation in the ROTC program. Uniforms and other equipment are furnished without charge. Students are responsible for, and must return, all government property issued to them.

## **Extracurricular Activities**

**Color Guard:** The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

**Intramural Sports:** The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports in Gonzaga University's intramural leagues. The program sponsors special-event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by Whitworth cadets with the professor of military science.

**Special Qualification Training:** Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

## **Military Science and Leadership Courses Lower Division**

### **MI 101 Foundations of Officership**

3

Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic skills, drill, physical fitness, rappelling, leadership reaction courses, team-building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession in both classroom and outdoor laboratory environments. Weekly requirements: three hours for class and a required leadership lab, MI 101L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 103). Participation in one-week off campus exercise required.

### **MI 101L Leadership Lab**

1

Open only to (and required of) students in the associated Military Science Course. Learn and practice basic skills. Gain insight into the ROTC's advanced Course in order to make an informed decision whether to apply. Build self-confidence and team-building leadership skills that can be applied through life. Prerequisite: permission of the professor of military science.

### **MI 102L Leadership Lab**

1

See MI 101L.

<b>MI 102 Introduction to Tactical Leadership</b>	<b>3</b>
Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem-solving. Examine the officer experience. Weekly requirements: three hours for class and a leadership lab, MI 102L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 104). Participation in one weekend off-campus exercise required.	
<b>MI 103 Military Physical-Fitness</b>	<b>1</b>
Intensive military physical fitness program designed to raise the level of individual physical fitness to its highest potential with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical-fitness program. Prerequisite: permission of the professor of military science.	
<b>MI 104 Military Physical-Fitness</b>	<b>1</b>
See MI 103.	
<b>MI 190 Directed Readings</b>	<b>3</b>
Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the professor of military science.	
<b>MI 191 Directed Readings</b>	<b>3</b>
See MI 190.	
<b>MI 201 Individual Leadership Studies</b>	<b>3</b>
Learn and apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem-solving, critical thinking, oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: three hours for class and leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 203), and participation in two mandatory weekend exercises.	
<b>MI 201L Leadership Lab</b>	<b>1</b>
See MI 101L.	
<b>MI 202 Foundations of Tactical Leadership</b>	<b>3</b>
Challenge current beliefs, knowledge, and skills. Prepare for the ROTC Advanced Course with an introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: three hours of class and a leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 204) and participation in two mandatory weekend exercises.	
<b>MI 202L Leadership Lab</b>	<b>1</b>
See MI 101L.	
<b>MI 203 Military Physical Fitness</b>	<b>1</b>
See MI 103.	
<b>MI 204 Military Physical Fitness</b>	<b>1</b>
See MI 103.	

### MI 290 Directed Readings

3

Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

### MI 291 Directed Readings

3

See MI 290.

## Upper Division

### MI 300 Ranger Challenge

1

ROTC's "varsity sport," designed to familiarize students with the tactical and technical aspects of the professional soldier through hands-on training. Enhance leadership traits and build teamwork skills in an exciting and competitive atmosphere. The competition includes a 10k rucksack run in combat gear of forced march, building a one-rope bridge, a grenade assault course, M-16 rifle marksmanship, orienteering or military land navigation, a physical-fitness test, and weapons assembly. Prerequisite: permission of the professor of military science.

### MI 301 Leadership and Problem Solving

3

A series of practical opportunities to lead small groups and receive personal assessments during execution of leadership development program in situations of increasing complexity. Analyze military missions and plan military operations using squad and small-unit battle drills and tactics and opportunities to plan and conduct training for lower-division students, both to develop skills and to function as vehicles for practicing leadership. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Weekly requirements: three hours for class and a required leadership lab (MI 301L) plus required participation in a minimum of three one-hour sessions for physical fitness, MI 303, and participation in two mandatory weekend exercises. Prerequisite: permission of the professor of military science.

### MI 301L Leadership Lab

1

Open to students in the associated military science course only. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training activities with Basic-Course students and the ROTC program. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the professor of military science.

### MI 302 Applied Leadership

3

Develop cadet leadership competencies. Prepare for success at National Leadership Camp: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate and supervise tasks, and plan for and adapt to the unexpected while under stress. Examine importance of ethical decision-making in setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: three hours for class and a required leadership lab, MI 302L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 304) and participation in two mandatory weekend exercises. Prerequisite: MI 301.

### MI 302L Leadership Lab

1

See MI 301L.

### MI 303 Military Physical Fitness Program

1

Open only to (and required of) students in MI 301, 302, 401, 402, or which this program is an integral part. Participate in, plan and lead physical-fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the professor of military science.

### MI 304 Military Physical Fitness Program

1

See MI 303.

<b>MI 390 Directed Readings</b>	1-3
Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the professor of military science.	
<b>MI 391 Directed Readings</b>	3
See MI 390.	
<b>MI 395 Leader Development &amp; Assessment Course</b>	3
A five-week leadership practicum conducted at an active Army installation. Open only to (and required of) students who have completed MI 301, 302. The student receives pay. Travel, lodging, and most meal costs are defrayed by the U.S. Army. The advanced-camp environment is highly structured and demanding, stressing leadership at small-unit level under varied, challenging conditions. Individual leadership and basic skills performance are evaluated during the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the university. Prerequisite: MI 301, 302 and permission of the professor of military science.	
<b>MI 401 Leadership and Management</b>	3
Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve organization, including leader responsibilities and methods of counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leadership and problem solving principles to a complex case study/situation. Weekly requirements: three hours for class and a required leadership lab (MI 401L) plus participation in a minimum of three one-hour sessions for physical fitness (MI 403), and participation in two mandatory weekend exercises. Prerequisite: MI 302 and permission of the professor of military science.	
<b>MI 401L Leadership Lab</b>	1
See MI 301L.	
<b>MI 402 Adaptive Leadership</b>	3
Examine leadership responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision-making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS functions. Weekly requirements: three hours for class and a required leadership lab, MI 402L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 404), and participation in two mandatory weekend exercises. Prerequisite: MI 401 and permission of the professor of military science.	
<b>MI 402L Leadership Lab</b>	1
See MI 301L.	
<b>MI 403 Military Physical Fitness Program</b>	1
See MI 303.	
<b>MI 404 Military Physical Fitness Program</b>	1
See MI 303.	
<b>MI 490 Directed Readings</b>	1-3
Incorporates readings in a variety of subject areas to prepare the cadet for becoming an officer. Prerequisite: permission of the professor of military science.	

MI 491 Directed Readings

See MI 490.

## Upper Division

MI 491 Directed Readings  
See MI 490.

### MI 491 Leadership and Problem Solving

MI 491 Leadership and Problem Solving  
This course is designed to provide students with the knowledge and skills necessary to become effective leaders and problem solvers. The course covers the principles of leadership, the role of the leader, and the process of problem solving. Students will learn how to identify problems, analyze them, and develop solutions. The course also covers the importance of communication, teamwork, and decision-making. Students will be expected to apply these concepts in a variety of situations, both in and out of the classroom.

### MI 491 Leadership Lab

MI 491 Leadership Lab  
This course is designed to provide students with the opportunity to apply the concepts learned in the MI 491 Leadership and Problem Solving course. The course is a hands-on experience that focuses on leadership and problem solving. Students will be expected to work in teams to identify and solve problems. The course also covers the importance of communication, teamwork, and decision-making. Students will be expected to apply these concepts in a variety of situations, both in and out of the classroom.

### MI 491 Leadership Lab

See MI 490.

### MI 491 Military Physical Fitness Program

MI 491 Military Physical Fitness Program  
This course is designed to provide students with the opportunity to improve their physical fitness and learn the principles of military physical fitness. The course covers the importance of physical fitness, the role of the physical fitness program, and the process of improving physical fitness. Students will learn how to develop a physical fitness program, how to perform physical fitness tests, and how to improve their physical fitness. The course also covers the importance of communication, teamwork, and decision-making. Students will be expected to apply these concepts in a variety of situations, both in and out of the classroom.



# Modern Languages



Modern Languages

We, as a dedicated team of international faculty, strive to educate students in cultural differences and sensitivity. We seek to provide students with the language skills, cross-cultural experiences, and literary and cultural understanding to allow them to navigate effectively within other cultures. Through this process, students are empowered to understand linguistic and cultural differences within their own society. Because we know our students well, we are able to guide them as they discern career opportunities and vocational calling. As a result of this range of learning experiences, our graduates are ready to become citizens of the world.

The learning outcomes of this major ensure that the student will obtain the following:

- Language skills that allow students to communicate on a wide range of topics in the target language
- Knowledge of a range of representative literatures
- Recognition of cultural differences and understanding of differences within each student's own culture
- Experience living and studying in another culture
- Discernment of career and vocation

## General Requirements for a Major in French or Spanish:

- **Students majoring in French or Spanish are required to study abroad for a semester in a French- or Spanish-speaking country to gain further proficiency in the language and a keen understanding and appreciation of French/Hispanic culture. Only courses taken in the target language will count toward the student's French or Spanish major.** The France Study Program, offered every third year, provides courses in French, communication and art. The Central America Program, offered every third year, provides courses in upper-level Spanish language, politics and culture topics, and has a service-learning emphasis. There are also many Spanish and French programs in overseas locations such as Mexico, Guatemala, Spain and Guadeloupe (French West Indies).
- All French majors must schedule and take the ACTFL OPI (Oral Proficiency Interview) during their junior or senior year (senior year is preferred). All Spanish majors must schedule and take either the DELE exam, offered on campus during the fall semester, or the ACTFL OPI during their junior or senior year (senior year is preferred). Spanish majors hoping to work abroad should take the DELE; education majors should take the OPI (also required for an endorsement in the language; education students must take the exam only once for both majors). **Each student should consult with his/her advisor during the junior year to determine the appropriate exam for the student.**

- A grade of C or better is required for all courses in the major or minor.

## Requirements for a Major in French, B.A. (17)

Note: If a student enters the French program at the 300 level, the student must take the College Level Examination Program (CLEP) test to receive credit for FR 201 - FR 202. The CLEP test must be taken within six months from the time a major is declared.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3
One of the following:		3
FR 330	Advanced Oral French	
FR 331	Advanced Oral French in Guadeloupe	

Complete one of the following tracks: 18-21

### Track I: French and Francophone Studies (18)

Six additional upper-division French courses 18

### Track II: French Education (21)

Meets Washington state endorsement requirements for French. Students wishing to pursue this track must see an advisor in the School of Education.

Five additional upper-division French courses\* 15

The following two courses are also required:

ML 442	Methods for Teaching Languages, K-12	3
EDU 361	Second-Language Acquisition	3

- \* These five upper-division courses must include a minimum of one literature course and one course on culture and civilization.

## Requirements for a Major in Spanish, B.A. (17)

Note: If a student enters the Spanish program at the 300 level, the student must take the CLEP test to receive credit for SN 201 - SN 202. The CLEP test must be taken within six months from the time a major is declared.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
SN 301	Advanced Spanish Grammar Through Literature	3
SN 302	Adv Spanish Grammar and Composition Through Literature	3
One of the following:		3
SN 330	Advanced Oral Spanish	
SN 331	Advanced Oral Spanish in Mexico	
SN 332	Advanced Oral Spanish in Guatemala	
SN 333	Advanced Oral Spanish in Spain	

Complete one of the following tracks: 18-21

## Track I: Language and Literature (18)

Six additional upper-division Spanish courses \*

18

- \* These six upper-division courses must include a minimum of two literature courses and one course on culture and civilization.

## Track II: Spanish Education (21)

Meets Washington state endorsement requirements for teaching Spanish. Students wishing to pursue this track must see an advisor in the School of Education.

Five additional upper-division Spanish courses \*

15

The following two courses are also required:

ML 442 Methods for Teaching Languages, K-12

3

EDU 361 Second-Language Acquisition

3

- \* These five upper-division courses must include a minimum of one literature course and one course on culture and civilization.

## Requirements for a Minor in French or Spanish (20)

Note: If a student enters the program at the-300 level, the student must take the CLEP test to receive credit for FR/SN-201-FR/SN-202. The CLEP test must be taken within six months from the time a minor is declared.

Six courses beyond the elementary level\*

20

- \* These six courses must include a minimum of one-400-level course.

## Requirements for a Minor in Chinese (19)

Six courses or a minimum of 19 credits beyond the elementary or 100-level. Students must complete a minimum of two credits abroad through the Whitworth in China program or other approved exchange to China such as ISEP.

Choose one of the following options for course sequence:

Option A. Courses must be taken in this sequence.

CN 201 Intermediate Chinese I

4

CN 202 Intermediate Chinese II

4

CN 241 Intermediate Chinese I Study Abroad in China

4

CN 341 Advanced Chinese I Study Abroad in China

4

One of the following:

300-level Advanced Oral Chinese

CN 301 Advanced Chinese

CN 302 Advanced Chinese

Option B. Any combination of the following totaling a minimum of 19 credits beyond the elementary level.

CN 201 Intermediate Chinese I

4

CN 230 Intermediate Oral Chinese

3

CN 202 Intermediate Chinese II

4

CN 301	Advanced Chinese	4
CN 302	Advanced Chinese	4
ISEP (International Student Exchange Program)*		Variable

\* See Off-Campus Studies department for more information. ([http://www.whitworth.edu/Academic/Department/OffCampusStudies/Programs/ExchangePrograms\\_International.htm](http://www.whitworth.edu/Academic/Department/OffCampusStudies/Programs/ExchangePrograms_International.htm))

## Requirements for a Minor in German (20)

Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for GR 201- GR 202. The CLEP test must be taken within six months from the time a minor is declared.

Six courses or 20 credits beyond the elementary or 100-level. Students must complete a minimum of three credits abroad through ISEP or other approved exchange. 20

## Requirements for a French Minor with a Teaching Endorsement in French (32)

Meets Washington state endorsement requirements for teaching French.

All endorsements subject to change; see School of Education for updated requirements.

Note: If a student enters the French program at the 300 level, the student must take the CLEP test to receive credit for FR-201-FR-202. CLEP test must be taken within six months from the time a minor is declared.

FR 201	Intermediate French I	4
FR 202	Intermediate French II	4
FR 301	French Language Practice	3
FR 302W	French Writing and Stylistics	3
One of the following:		3
FR 330	Advanced Oral French	
FR 331	Advanced Oral French in Guadeloupe	
Three upper-division courses*		9
ML 442	Methods for Teaching Languages, K-12	3
EDU 361	Second-Language Acquisition	3

\* These three upper-division courses must include a minimum of one literature course and one course on culture and civilization.

## Requirements for a Minor in Spanish with a Teaching Endorsement in Spanish (32)

Meets Washington state endorsement requirements for teaching Spanish.

All endorsements subject to change; see School of Education for updated requirements.

Note: If a student enters the program at the 300 level, s/he must take the CLEP test to receive credit for SN-201-SN-202. The CLEP test must be taken within six months from the time a minor is declared.

SN 201	Intermediate Spanish I	4
SN 202	Intermediate Spanish II	4
SN 301	Advanced Spanish Grammar Through Literature	3
SN 302	Adv Spanish Grammar and Composition Through Literature	3
One of the following:		3
SN 330	Advanced Oral Spanish	
SN 331	Advanced Oral Spanish in Mexico	
SN 332	Advanced Oral Spanish in Guatemala	
SN 333	Advanced Oral Spanish in Spain	

Three upper-division courses *		9
ML 442	Methods for Teaching Languages, K-12	3
EDU 361	Second-Language Acquisition	3

\* These three upper-division courses must include a minimum of one literature course and one course on culture and civilization.

## Chinese Courses

<b>CN 101 Elementary Chinese I</b>	4
Fundamentals of standard Chinese, emphasizing all four language skills: speaking, listening, reading and writing. Systematic methods and various communication activities for basic training in pronunciation, grammatical structures, conversation on daily topics, and the writing system. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.	
<b>CN 102 Elementary Chinese II</b>	4
Continuation of Chinese 101. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 101. Spring semester.	
<b>CN 141 Elementary Chinese I Study Abroad in China</b>	4
See CN 341. Periodic offering.	
<b>CN 142 Elementary Chinese II Study Abroad in China</b>	4
See CN 342. Periodic offering.	
<b>CN 191 Independent Study</b>	1-4
<b>CN 196 Topics: Chinese</b>	1-4
<b>CN 201 Intermediate Chinese I</b>	4
Second-year course in modern Chinese to develop proficiency in all four language skills: speaking, listening, reading and writing. In addition to the basic conversational topics, students will be taught to use the dictionary, will be exposed to both traditional and simplified characters, and will read and write longer discourses ranging from personal letters to short narratives. Students will also learn to use Chinese word processing. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 102 or placement by exam. Availability of this course is contingent upon adequate enrollment. Fall semester.	
<b>CN 202 Intermediate Chinese II</b>	4
Continuation of Chinese 201. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: CN 201. Spring semester.	
<b>CN 230 Intermediate Oral Chinese</b>	3
Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, dancing. A fun, intensive class (three hours per day). Prerequisite: CN 101. Jan Term every other year.	
<b>CN 241 Intermediate Chinese I Study Abroad in China</b>	4
See CN 341. Prerequisite: CN 102. Periodic offering.	



<b>CN 242 Intermediate Chinese II Study Abroad in China</b>	4
See CN 341. Prerequisite: CN 241. Periodic offering.	
<b>CN 280 Field Studies</b>	1-4
<b>CN 290 Internship</b>	1-4
<b>CN 291 Independent Study</b>	1-4
<b>CN 301 Advanced Chinese</b>	4
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read.	
<b>CN 302 Advanced Chinese</b>	4
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese speaking, listening, reading, and writing as well as introduce students to the cultural context in which Chinese is spoken and read.	
<b>CN 341 Advanced Chinese I Study Abroad in China</b>	4
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese: speaking, listening, reading, and writing, as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 202. Periodic offering.	
<b>CN 342 Advanced Chinese II Study Abroad in China</b>	4
This advanced course is designed to assist students attain mastery of all of the basic linguistic skills of Mandarin Chinese: speaking, listening, reading, and writing, as well as introduce students to the cultural context in which Chinese is spoken and read. Prerequisite: CN 341. Periodic offering.	
<b>CN 380 Field Studies</b>	1-4
<b>CN 386 Readings</b>	1-4
<b>CN 390 Internship</b>	1-4
<b>CN 391 Independent Study</b>	1-4
<b>CN 395 Teaching Assistantship</b>	1-4
<b>CN 495 Teaching Assistantship</b>	1-4

## French Courses

<b>FR 101 Elementary French I</b>	4
Beginning French with emphasis on conversation. Basic grammar and vocabulary are presented. The text concentrates on contemporary Francophone culture, such as the life of students in France or cultural conflicts in Algeria. Fall semester.	

- FR 102 Elementary French II** 4  
Continuation of French 101 with greater concentration on listening, speaking, reading and writing. Class taught mainly in French. Prerequisite: FR 101. Spring semester.
- FR 111 Intensive Elementary French** 4  
A course designed for students who have had experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Placement by exam.
- FR 130 Elementary French** 3  
No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals and conversation. A fun, intensive class (3 hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the France Study Program. FR 130 may be used to fulfill the foreign language requirement if taken before the program. Prerequisite: FR 101. Jan Term.
- FR 131 Elementary Oral French in Guadeloupe** 3  
See FR 331. Prerequisite: FR 101. Jan Term, every third year.
- FR 191 Independent Study** 1-4
- FR 196 Topics: French** 1-4
- FR 201 Intermediate French I** 4  
Increased proficiency in oral and written expression through a detailed review and expansion of grammar study and vocabulary. Improve reading comprehension skills and gain cultural and literary knowledge through authentic texts representing modern French and Francophone literature. Includes current topics in French such as examples from magazines, movies, television, and popular music. Class taught in French. Concurrent enrollment in FR 201L required. Prerequisite: FR 102, FR 111, or placement by exam. Fall semester.
- FR 201L Language Lab for FR 201** 0  
Ten hours of conversational language time with students in small groups.
- FR 202 Intermediate French II** 4  
Continuation of French 201 to develop fluency in the language. Class taught in French. Concurrent enrollment in FR 202L required. Prerequisite: FR 201. Spring semester.
- FR 202L Language Lab for FR 202** 0  
Ten hours of conversational language time with students in small groups.
- FR 230 Intermediate Oral French** 3  
No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, shopping, meals, and conversation. A fun, intensive class (three hours minimum per day), that allows students to know they can speak French. Required of beginning language students going on the French Study Program. Prerequisite: FR 201. Jan Term.
- FR 231 Intermediate Oral French in Guadeloupe** 3  
See FR 331. Prerequisite: FR 201. Jan Term, every third year.

**FR 241 Intermediate French Language and Culture I in France**

4

Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and country. Prerequisite: FR 101 and FR 130 or higher-level French and HU 302. Spring semester, every third year. Part of the France study abroad program.

**FR 242 Intermediate French Language and Culture II in France**

4

Continuation of FR 241. Prerequisite: FR 241. Spring semester, every third year. Part of the France study abroad program.

**FR 290 Internship**

1-4

**FR 291 Independent Study**

1-4

**FR 301 French Language Practice**

3

Emphasis on spoken conversation including brief presentations on subjects inspired by investigations of literature, history, film and the arts, commercials, web-based activities and contemporary news. Written assignments include grammar reviews. Concurrent enrollment in FR 301L required. Prerequisite: FR 202 or placement by exam. Fall semester.

**FR 301L Language Lab for FR 301**

0

Ten hours of conversational language time with students in small groups.

**FR 302W French Writing and Stylistics**

3

Emphasis on reading comprehension and writing in French. Focus on a variety of writing styles and themes, from expository writing to textual analysis. Topics can be taken from media, film, literary and non-literary texts, and popular culture. This course introduces writing concepts and analysis essential to the next sequence of courses and develops reading comprehension. Concurrent enrollment in FR 302L required. Prerequisite: FR 202. Spring semester.

**FR 302L Language Lab for FR 302W**

0

Ten hours of conversational language time with students in small groups.

**FR 324 Literature and Culture of France**

4

**FR 330 Advanced Oral French**

3

No English allowed. Intensive conversation, a non-structured situation. Readings on events of the 20th and 21st centuries in France, leading to discussions. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, and skits. A fun, intensive class (three hours minimum per day) that allows students to know that they do speak French. Prerequisite: FR 301. Jan Term, except every third year.

**FR 331 Advanced Oral French in Guadeloupe**

3

Intense French conversation on a French island in the Caribbean. History, culture, and language studies, home stays, and many opportunities to practice French with native speakers. Group excursions to a volcano, mangroves, a coral reef, and neighboring islands. Prerequisite: FR 301. Jan Term, every third year.

**FR 341 Advanced French Language and Culture I In France**

4

Intensive language study combined with visits and home stay with local residents to learn the history, culture, and politics of the region and of the country. Prerequisite: FR 202 or higher-level French. Spring semester, every third year. Part of the France study abroad program.

<b>FR 342 Advanced French Language and Culture II In France</b>	4
Continuation of FR 341. Prerequisite: FR 341. Spring semester, every third year. Part of the France study abroad program.	
<b>FR 380 Field Studies</b>	1-4
<b>FR 386 Readings</b>	1-4
<b>FR 390 Internship</b>	1-4
<b>FR 391 Independent Study</b>	1-4
<b>FR 395 Teaching Assistantship</b>	1-4
<b>FR 396 Topics: French</b>	1-4
<b>FR 409 Survey of French Literature I</b>	3
French Literature from its earliest examples through the 17th century. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisites: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 410 Survey of French Literature II</b>	3
French literature from the Enlightenment through the contemporary period. Students will examine literature and other cultural productions as they reflect on historical realities. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 415 Business French</b>	3
Focus on French and Francophone business practices and language. Cultural dynamics, differences, and assumptions in the workplace, business ethics, history of Francophone multinational corporations. May include field experience. Taught in French. Periodic offering.	
<b>FR 416 French for Overseas Missions</b>	3
Study the language particular to mission work. Preaching, Bible study, hymns, church vocabulary, varying religious traditions in different Francophone regions. Taught in French. Periodic offering.	
<b>FR 420W French Culture &amp; Civilization</b>	3
A survey of political, economic, religious, literary, artistic and pop-cultural life in France. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 421 Literary Genres</b>	3
French literature through various genres; plays, poetry, short stories and novels. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.	
<b>FR 421W Literary Genres</b>	3
French literature through various genres: plays, poetry, short stories, novels. Taught in French. Periodic offering.	

### FR 424 Translation and Applied Linguistics

3

Pronunciation, intonation, rhythm of French language. Translation of various types of texts: literature, correspondence, essays, semi- technical. May also include translation theory and practice. Taught in French. Periodic offering.

### FR 429 French Cinema

3

History and important figures in the development of French cinema. Involves some film viewings outside of class and excerpts in class. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

### FR 431 Advanced Oral French Abroad

3

See FR 331. Prerequisite: FR 302W. Jan Term, every third year.

### FR 434 Women Writers

3

A study of texts in French by women writers. Introduction to French feminist theory. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

### FR 435 African Literature and Culture

3

Study of literature from Francophone African countries. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W w/ departmental approval. Periodic offering.

### FR 436 Francophone African Literature and Film

3

Introduction to literature and film from French-speaking African countries after independence. Includes brief orientation to historical and cultural background. Explores ideological themes common to literature and film. May be taken for French or English credit. For French credit, prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Also cross-listed as EL 436. Periodic offering.

### FR 437 Francophone New World Literature And Culture

3

A survey of the literature and history of French New World colonies, including those of North America and the Caribbean. This course will examine Creolitee, oral tradition, multi-ethnicity, the effect of French colonialism and what came after, in literature and film. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

### FR 460 Introduction to French Linguistics

3

Introduction to French linguistics, including phonology, morphology, syntax and semantics, with a primary focus on phonetics, the International Phonetic Alphabet, and correct intonation. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

### FR 480 Field Studies

1-4

### FR 486 Readings

1-4

### FR 490 Internship

1-4

### FR 491 Independent Study

1-4

### FR 495 Teaching Assistantship

1-3



**FR 496 Topics in French****3**

Selected upper-division topics literature, history, culture, or film. Taught in French. Prerequisite: FR 301 or concurrent enrollment in FR 302W with departmental approval. Periodic offering.

**FR 498 Modern Languages Capstone****2**

Students will create a portfolio including a revised and expanded project from a prior 400-level course, a cultural reflection paper, inter/nationally recognized language assessment score and a CV. A portion of the course will be devoted to exploration of career and vocational options in the field of Modern Languages. Prerequisite: Declared French major with a minimum of junior standing.

**German Courses****GR 101 Elementary German I****4**

Basic grammar. Fundamentals of pronunciation and reading. Introduction to cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

**GR 101L Live Lab: GR-101****0****GR 102 Elementary German II****4**

Basic grammar. Development of skills in reading, listening, speaking and writing. Discussion of cultural topics. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 101. Spring semester.

**GR 102L Live Lab: GR-102****0****GR 130 Elementary Oral German****3**

No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (3 hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 101. Jan Term. Periodic offering.

**GR 131 Elementary Oral German Abroad****3**

See German 331. Prerequisite: GR 101. Jan Term. Periodic offering.

**GR 191 Independent Study****1-4****GR 196 Topics: German****1-4****GR 201 Intermediate German I****4**

Grammar review as framework for conversation and composition. Current-interest topics; discussion of cultural aspects. Ten hours of conversational language time with students in small groups (held outside of class time). Prerequisite: GR 102 or placement by exam. Fall semester.

**GR 201L Live Lab: GR-201****0****GR 202 Intermediate German II****4**

Continuation of German 201 to develop fluency in the language. Written compositions and readings of medium difficulty. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 201. Spring semester.

**GR 202L Live Lab: GR-202****0**

<b>GR 230 Intermediate Oral German</b>	3
No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 201. Jan Term. Periodic offering.	
<b>GR 231 Intermediate Oral German Abroad</b>	3
See GR 331. Prerequisite: GR 201. Jan Term. Periodic offering.	
<b>GR 280 Field Studies</b>	1-4
<b>GR 290 Internship</b>	1-4
<b>GR 291 Independent Study</b>	1-4
<b>GR 301 German Conversation, Composition, and Grammar I</b>	3
Short literary, cultural and historical works; topical issues as a springboard for composition and discussion. Grammar. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 202 or placement by exam. Periodic offering.	
<b>GR 302 German Conversation, Composition and Grammar II</b>	3
Continuation of German 301. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: GR 301. Periodic offering.	
<b>GR 330 Advanced Oral German</b>	3
No English allowed. Students immerse themselves in the language in a non-structured situation. A fun intensive class (three hours minimum per day), that allows students to know they can speak German. Prerequisite: GR 301. Jan Term. Periodic offering.	
<b>GR 331 Advanced Oral German Abroad</b>	3
Study abroad tour in Germany. Prerequisite: GR 301. Jan Term. Periodic offering.	
<b>GR 380 Field Studies</b>	1-4
<b>GR 390 Internship</b>	1-4
<b>GR 391 Independent Study</b>	1-4
<b>GR 395 Teaching Assistantship</b>	1-4
<b>GR 396 Topic: German</b>	1-4
<b>GR 409W Survey of German Literature I</b>	3
Study of development of German thought and culture through literature from the Middle Ages to the present. Taught in German. Prerequisite: GR 302. Periodic offering.	
<b>GR 410W Survey of German Literature II</b>	3
Study of German thought, culture, history, and the arts concentrating on the 19th, 20th and 21st centuries. Taught in German. Prerequisite: GR 302. Periodic offering.	
<b>GR 490 Internship</b>	1-4
<b>GR 491 Independent Study</b>	1-4

## Japanese Courses

### JA 101 Elementary Japanese I

4

Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Fall semester.

### JA 102 Elementary Japanese II

4

Beginning course in Japanese language, basic grammar and introduction to the culture. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 101 or approval of the instructor. Spring semester.

### JA 130 Everyday Japanese

3

Brief review of grammar, pattern structures, and vocabulary. Intensive conversation class using what the students learned in JA 101. Prerequisite: JA 101. Jan term. Periodic offering.

### JA 191 Independent Study

1-4

### JA 196 Topics: Japanese

1-4

### JA 201 Intermediate Japanese I

4

Second-year studies in the Japanese language. Continued study of Japanese language and culture. Students will learn functional structures of Japanese language while practicing macro skills, reading, writing, listening and speaking to broaden the ability to communicate. Communication is more focused in this course. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 102 or approval of the instructor. Fall semester.

### JA 202 Intermediate Japanese II

4

Second-year studies in the Japanese language. Continued study of Japanese language and culture. Students will learn functional structures of Japanese language while practicing macro skills, reading, writing, listening and speaking to broaden the ability to communicate. Communication is more focused in this course. Ten hours of conversational language time with students in small groups (held outside of class time) required. Prerequisite: JA 201 or approval of the instructor. Spring semester.

### JA 280 Field Studies

1-4

### JA 290 Internship

1-4

### JA 291 Independent Study

1-4

### JA 395 Teaching Assistantship

1-4

### JA 495 Teaching Assistantship

1-4

## Latin Courses

### LAT 101 Elementary Latin I

4

Beginning course in classical Latin. Focus is on reading, built on a foundation of formal grammar and basic vocabulary. Introduction to cultural topics, especially legend and history, with readings of primary texts in translation. Fall semester.

## LAT 102 Elementary Latin II

4

Continuation of beginning course in classical Latin. Focus is on developing more sophisticated reading skills, built on a foundation of formal grammar and expanded vocabulary. Introduction to further cultural topics, especially Roman (i.e., Hellenistic) philosophy, with readings of primary texts in translation. Prerequisite: LAT 101. Spring semester.

## Modern Languages Courses

### ML 395 Teaching Assistant

1-3

### ML 442 Methods for Teaching Languages, K-12

3

Study and application of various aspects of foreign-language teaching. Testing, focus on the learner, performance objectives, and teaching of culture. Course includes methods and observation of language teaching at both elementary and secondary levels. Taught through the School of Education. See School of Education for time offerings.

## Spanish Courses

### SN 100 Introduction to Spanish

3

Preparation for foreign language acquisition via overview of Spanish language with concentration on language universals of category and relationship. Provides a framework of linguistic and cultural expectation upon which any foreign language can be built. Offered through the Continuing Studies Department. Spring semester.

### SN 101 Elementary Spanish I

4

First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Fall semester.

### SN 102 Elementary Spanish II

4

First-year studies in the Spanish language. Grammatical structures and vocabulary with an emphasis on listening and speaking skills. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Prerequisite: SN 101. Spring semester.

### SN 111 Intensive Elementary Spanish

4

Designed for those students who have had some experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Cultural-perspectives activities also required outside of class time. Taught mainly in Spanish. Placement by exam. Fall and spring semesters.

### SN 130 Everyday Spanish

3

See SN 330. Prerequisite: SN 101. Jan Term.

### SN 180 Field Studies

1-4

### SN 191 Independent Study

1-4

### SN 196 Topics: Spanish

1-4

<b>SN 201 Intermediate Spanish I</b>	4
Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 201L required. Taught in Spanish. Prerequisite: SN 102, SN 111 or placement by exam. Fall semester.	
<b>SN 201L Language Lab for SN 201</b>	0
Ten hours of conversational language time with students in small groups.	
<b>SN 202 Intermediate Spanish II</b>	4
Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Concurrent enrollment in SN 202L required. Taught in Spanish. Prerequisite: SN 201. Spring semester.	
<b>SN 202L Language Lab for SN 202</b>	0
Ten hours of conversational language time with students in small groups.	
<b>SN 208 Spanish for Health Professions</b>	3
Language skills for health professionals. How to communicate with Spanish-speaking patients, families, and how to consult with other health professionals. Medical terminology, patient interviewing and cultural factors affecting health care. Prerequisites: HS 220 & 221, 1 year of Spanish proficiency. Offered through the Health Sciences department. Jan Term only.	
<b>SN 230 Intermediate Oral Spanish</b>	3
See SN 330. Prerequisite: SN 201. Jan Term.	
<b>SN 231 Intermediate Oral Spanish in Mexico</b>	3
See SN 331. Prerequisite: SN 201. Jan Term study trip to Mexico.	
<b>SN 232 Intermediate Oral Spanish in Guatemala</b>	3
See SN 332. Prerequisite: SN 201. Jan Term study trip to Guatemala.	
<b>SN 233 Intermediate Oral Spanish in Spain</b>	3
See SN 333. Prerequisite: SN 201. Jan Term study trip to Spain.	
<b>SN 241 Intermediate Oral Spanish in Central America</b>	4
See SN 341. Prerequisite: SN 201. Spring semester, every third year. Part of the Central America study trip.	
<b>SN 280 Field Studies</b>	1-4
<b>SN 290 Internship</b>	1-4
<b>SN 291 Independent Study</b>	1-4



**SN 301 Advanced Spanish Grammar Through Literature**

3

A bridge course between 200 and 400 level courses designed to engage students in the mastery of the most difficult points of Spanish grammar through the use of literature. Students will be exposed to an in-depth analysis of grammar, thereby allowing for more accuracy in the language. Students will dedicate time to analyze literary texts in Spanish in order to advance written as well as oral expression. This class is required to enter any 400 level course. Concurrent enrollment in SN 301L required. Taught in Spanish. Prerequisite: SN 202 or placement by exam. Fall semester.

**SN 301L Language Lab for SN 301**

0

Ten hours of conversational language time with students in small groups.

**SN 302 Adv Spanish Grammar and Composition Through Literature**

3

A continuation of the study of advanced Spanish grammar, with an emphasis on composition and literary analysis. Students will use techniques important to critical thinking and analysis, which are integral components to developing writing proficiency. Concurrent enrollment in SN 302L required. Taught in Spanish. Prerequisite: SN 301. Spring semester.

**SN 302L Language Lab for SN 302**

0

Ten hours of conversational language time with students in small groups.

**SN 330 Advanced Oral Spanish**

3

Students immerse themselves in the language in an interactive, conversational context that includes small group activities, debates, presentations, interviews, role-playing, games, skits, cooking, and excursions outside of class. This is an intensive oral practice class that allows students to increase their oral proficiency in order to develop greater oral fluency and improve expression and accuracy in a wide variety of situations. No English allowed! Prerequisite: SN 301.

**SN 331 Advanced Oral Spanish in Mexico**

3

Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. Prerequisite: SN 301. Jan Term study trip to Mexico.

**SN 332 Advanced Oral Spanish in Guatemala**

3

Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture, plus home stays, service projects and cultural excursions. Prerequisite: SN 301. Jan Term Study Trip to Guatemala.

**SN 333 Advanced Oral Spanish in Spain**

3

Focus on conversational Spanish in a faculty-led intensive immersion experience while taking in the history and culture of the country, plus home stays, service projects and cultural excursions. Prerequisite: SN 301. Jan Term Study Trip to Spain.

**SN 341 Advanced Oral Spanish in Cent Amer**

4

An intensive immersion experience in the language and culture in a variety of countries as part of the faculty-led Central America Study Program. Focus on conversational Spanish while taking in the history and culture of the country, plus home stays, service projects, and cultural excursions. Prerequisite: SN 301. Spring semester, every third year.

**SN 380 Field Studies**

1-4

**SN 386 Readings**

1-4

**SN 390 Internship**

1-4

- SN 391 Independent Study** 1-4
- SN 395 Teaching Assistantship** 1-4
- SN 396 Topics in Spanish Language and Culture** 1-3
- SN 401 Theory and Practice of Translation** 3  
Introduction to theory of translation and its practical application: students will synthesize learned grammar and vocabulary at a high level of proficiency through the translation of short texts, emphasizing technical, legal, and literary translation. Taught in Spanish. Prerequisite: SN 302 or departmental permission.
- SN 406W Latin American Short Story I** 3  
Representative readings from the main literary movements (Romanticism, Realism, Naturalism, Modernism and Criollismo), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American Short Story from its introduction as a specific genre in the 19th to the early 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Every other fall semester.
- SN 407W Latin American Short Story II** 3  
Representative readings from the main literary movements (Cosmopolitanism, Neorealism, the "Boom" Decade of 1960-1970, Feminism and Violence), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American Short Story in the 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Every other spring semester (following SN 406W).
- SN 408 Spanish for the Professions** 3  
Introduction to business, medical, and/or legal concepts, related vocabulary, and cultural issues. Emphasis on both Latin America and the Hispanic community in the U.S. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 409W Survey of Spanish Literature I** 3  
Study of the development of Spanish thought and culture by evaluation of representative literary works from the Middle Ages and Golden Age Spanish literature, including theatre, poetry and prose. Major works include Poema de Mior Cid, El Conde Lucanor, Libro de Buen Amor and other Renaissance and baroque works and authors such as Lazarillo de Tormes, Lope de Vega, Tirso do Molina and Calderon de la Barca. Taught in Spanish. Prerequisite: SN 301 (302 recommended). Every other fall semester.
- SN 410W Survey of Spanish Literature II** 3  
A continuation of the study of Spanish thought and culture by evaluation of representative literary works from the 18th, 19th, and 20th centuries. Literature covered in the course includes works from the major literary movements such as Illustration, Romanticismo, Realismo, and genres of the "Generacion del 27" and "Generacion del 98." Major authors include Moratin, Larra, Becquer, Galdos, Unamuno, Machado, Ortega y Gasset, Lorca and other major writers of the 20th century. Taught in Spanish. Prerequisite: SN 301 (302 recommended). Every other spring semester (following 409W).
- SN 419 Latin-American Culture and Civilization** 3  
Exploration of contemporary Spanish-American culture in the U.S.A. and the Americas through readings from a variety of fields. Historical survey from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Every other fall semester.

- SN 420 Spanish Culture and Civilization** 3  
Historical survey of political, social, economic, religious, literary and artistic life in Spain from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Every other year.
- SN 431 Advanced Oral Spanish in Mexico** 3  
See SN 331. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Mexico.
- SN 432 Advanced Oral Spanish in Guatemala** 3  
See SN 332. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Guatemala.
- SN 433 Advanced Oral Spanish in Spain** 3  
See SN 333. Prerequisite: SN 302 or departmental approval. Jan Term study trip to Spain.
- SN 434 Spanish and Latin American Women Writers** 3  
A study of Spanish and Latin American works by women writers. These works may include poetry, short stories, plays, and essays. This course will include an introduction to deconstruction and feminist theory. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 435 Spanish for Christian Ministry** 3  
An emphasis on Spanish specific to ministry and mission work. Bible study, worship, evangelism, and cultural topics related to the Christian faith. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 441 Advanced Oral Spanish in Cent Amer** 4  
See SN 341. Prerequisite: SN 302 or departmental approval. Spring semester, every third year. Part of the Central American study program.
- SN 460 Spanish Linguistics** 3  
The course analyzes both Peninsular and Latin American dialects at the linguistic levels of phonetics-phonology, morphology, syntax and semantics. This analysis leads to a better understanding of language changes and grammar. Prerequisite: SN 301 (SN 302 recommended). Periodic offering.
- SN 480 Field Studies** 1-4
- SN 486 Readings** 1-4
- SN 490 Internship** 1-4
- SN 491 Independent Study** 1-4
- SN 495 Teaching Assistantship** 1-4
- SN 498 Modern Languages Capstone** 2  
Students will create a portfolio including a revised and expanded project from a prior 400-level course, a cultural reflection paper, inter/nationally recognized language assessment score and a CV. A portion of the course will be devoted to the exploration of career and vocational options in the field of Modern Languages. Prerequisite: Declared Spanish major with a minimum of junior standing.

## Swahili Courses

### SW 101 Elementary Swahili I

4

Beginning Swahili with emphasis on conversation. Basic grammar and vocabulary are presented. Study of the cultures and peoples of East Africa, especially those of Kenya, Tanzania, and Mozambique. Fall semester.

### SW 102 Elementary Swahili II

4

Continuation of Swahili 101, with emphasis on conversation, comprehension, basic writing and reading. Focus is on contemporary East African culture, especially Tanzania, Kenya and Mozambique. Taught mainly in Swahili. Spring semester.

### SW 141 Elementary Swahili in Tanzania

4

Swahili taught in Tanzania. Prerequisite: SW 101.

### SW 201 Intermediate Swahili I

4

Increased proficiency in oral and written expression through a review and expansion of grammar and vocabulary. Continued investigation of the cultures of East Africa. Prerequisite: SW 102. Fall semester.

### SW 241 Intermediate Swahili in Tanzania

4

Swahili taught in Tanzania. Prerequisite: SW 201.

# Music

The Whitworth Music Department strives to be a community of musicians that recognizes creativity as an essential aspect of being created in God's image, and a place where individual and community creativity are blended toward a higher purpose. We prepare students for further studies and professional careers in music, as well as for a vocational involvement in music, through the study of the discipline on both a theoretical and practical basis.



## Music

The learning outcomes of this major will develop the following:

- technical skill and musicianship in both individual and ensemble performance;
- a strong foundation in music theory, analysis, and aural skills;
- knowledge of a wide selection of musical literature, and an understanding of the aesthetic properties of style and the way they shape and are shaped by cultural and artistic forces;
- an understanding of the intersection between musical art and worldview, and of the vocation of the musician in community.

**Note to all music majors: Additional information about course requirements and scheduling is included in the publication Student Guide to a Music Major, which is available from the Music Department.**

## Requirements for a Music Major, B.A. (47-50)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3
MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU R99	Recital Hours (Seven semesters)	0



Six credits of elective music courses	6
Six semesters of private lessons	6
(including at least two semesters at the 300-400 level)	
Eight semesters of ensembles	8
Piano proficiency	0-2

May be met by passing a proficiency exam or by completing MU 241: Class Piano II, with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano proficiency coordinator to determine their placement for piano study.

In addition to the requirements listed above, students may elect one or more of the following tracks:

## Tracks in Music

### Composition (52-58)

Music major requirements less six credits of elective music courses	41-44
Additional lessons at 300 and 400 levels	4
MU 348 Computer Applications in Music	3
MU 432 Instrumental and Choral Arranging	2
Choose 2-3 credits from the following:	2-3
MU 206 Jazz in America	
MU 331 String Techniques	
MU 332 Percussion Techniques	
MU 333 Woodwind Techniques	
MU 334 Brass Techniques	
MU 483 Senior Recital	0-2

### Instrumental Performance (50-56)

Music major requirements less six credits of elective music courses	41-44
Additional lessons at 300 and 400 levels	4
MU 427 Advanced Conducting	2
One of the following:	1
MU 149, 249, 349, 449 Jazz Combo	
MU 170, 270, 370, 470 Chamber Ensemble	
One of the following:	2-3
MU 206 Jazz in America	
MU 348 Computer Applications in Music	
MU 416 Wind Literature	
MU 417 Symphonic Literature	
MU 432 Instrumental and Choral Arranging	
MU 442 Contemporary/Jazz Methods	
MU 483 Senior Recital	0-2

### Jazz Performance (53-58)

Music major requirements less six credits of elective music courses	41-44
Additional lessons at 300 and 400 levels	4
Take four semesters of the following:	4
MU 149, 249, 349, 449 Jazz Combo	
Take one credit of the following:	1

MU 163, 263, 363, Private Jazz Arranging  
463

MU 206	Jazz in America	3
MU 483	Senior Recital	0-2

## Music Ministry (64-67)

Music major requirements less six credits of elective music courses		41-44
MU 306	History and Theology of Worship	3
MU 307	Church Music Techniques	3
MU 427	Advanced Conducting	2
MU 443	Choral Techniques and Materials	3
One of the following:		2
MU 155	Private Organ (two semesters)	
MU 415	Choral Literature	
MU 440	Music Methods in the Elementary School	
MU 442	Contemporary/Jazz Methods	
TH 154	Introduction to the Christian Faith	3
Take two semesters:		4
TH 435	Internship in Ministry	
One course selected from the following:		3
TH 393	Christian Spirituality	
TH 361	Christian Theology	
TH 371	Great Christian Thinkers	
TH 339	Evangelism and Discipleship in the Postmodern Context	

## Piano Pedagogy (53-56)

Music major requirements less six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
Take two semesters of the following:		4
MU 394	Music Practicum	

## Piano Performance (50-55)

Music major requirements less six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 330	Piano Pedagogy	2
MU 337	Piano Literature	2
MU 376	Piano Accompanying	1
MU 483	Senior Recital	0-2

## Voice Performance (53-58)

Music major requirements less six credits of elective music courses		41-44
Additional lessons at 300 and 400 levels		4
MU 335	Diction I: Italian, English	2
MU 336	Diction II: French, German	2
MU 438	Song Literature	2
MU 439	Vocal Pedagogy	2
MU 483	Senior Recital	0-2

## Requirements for a Music Education Major, B.A. (57-64)

MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
MU 210	Music Theory III	3
MU 211	Ear Training III	1
MU 212	Music Theory IV	3
MU 213	Ear Training IV	1
MU 225	General Conducting	2
MU 301	Music History I	3
MU 302W	Music History II	3
MU 303	Music History III	3
MU 383	Junior Recital	0-1
MU 427	Advanced Conducting	2
MU 432	Instrumental and Choral Arranging	2
MU 440	Music Methods in the Elementary School	2
MU 442	Contemporary/Jazz Methods	2
MU R99	Recital Hours (Seven semesters)	0
MU 481	Field Experience	0-3

If student teaching is at secondary level, MU 481 should be at elementary level and vice versa. MU 481 may be met by EDU 369, Field Immersion and Alternate Level in Intercultural Education.

Six semesters of private lessons 6

(Including at least two semesters at the 300-400 level)

Seven semesters of ensembles 7

Piano proficiency 0-2

May be met by passing a proficiency exam or by completing MU 241: Class Piano II with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano-proficiency coordinator to determine their placement for piano study.

Choose one of the following tracks (courses listed below): 9-10

Choral/General track

Instrumental/General track

### Choral/General Track (57-63)

Core courses for music education major (listed above) 48-54

Take two semesters of the following: 2

MU 157	Private Piano	
MU 415	Choral Literature	2
MU 439	Vocal Pedagogy	2
MU 443	Choral Techniques and Materials	3

**Professional education courses must be taken from the School of Education. Refer to the School of Education section in this catalog.**

### Instrumental/General Track (58-64)

Core courses for music education major (listed above) 48-54

MU 331	String Techniques	1
MU 332	Percussion Techniques	1
MU 333	Woodwind Techniques	1

MU 334	Brass Techniques	1
MU 416	Wind Literature	2
MU 444	Instrumental Methods and Materials	3
Take one of the following:		1
MU 142	Class Voice	
MU 159	Private Voice	

**Professional education courses must be taken from the School of Education. Refer to the School of Education section in this catalog.**

## Requirements for a Minor in Music (19)

Four semesters of private lessons		4
Four semesters of ensembles		4
MU 110	Music Theory I	3
MU 111	Ear Training I	1
MU 112	Music Theory II	3
MU 113	Ear Training II	1
One of the following:		3
MU 103	Listening to Music	
MU 104	Music of the Christian Church	
MU 206	Jazz in America	
MU 304	World Music Traditions	
MU R99	Four semesters of recital hours	0

## Class Lessons

Class instruction. Fee in addition to tuition. Fall and spring semesters.

MU 139	Beginning Class Piano (for non-music majors)	1
MU 141	Class Piano I (for music majors)	1
MU 241	Class Piano II (for music majors)	1
MU 140	Beginning Class Guitar	1
MU 142	Class Voice	1

## Private Lessons

Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee in addition to the tuition.

MU 152, 252, 352, 452	Private Brass	1-2
MU 153, 253, 353, 453	Private Guitar	1-2
MU 155, 255, 355, 455	Private Organ	1-2
MU 156, 256, 356, 456	Private Percussion	1-2
MU 157, 257, 357, 457	Private Piano	1-2
MU 158, 258, 358, 458	Private Strings	1-2
MU 159, 259, 359, 459	Private Voice	1-2

MU 160, 260, 360, 460	Private Woodwinds	1-2
MU 161, 261, 361, 461	Private Jazz Improvisation	1-2
MU 162, 262, 362, 462	Private Composition	1-2
MU 163, 263, 363, 463	Private Jazz Arranging	1-2

## Fine Arts Courses

### FA 101 Introduction to the Fine Arts

3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Fall and spring semesters.

### FA 300 British Culture through the Arts

3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.

### FA 301 Power and Politics of Art: Italy/ Germany

3

Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Offered Jan Term, odd years.

### FA 305 Christianity and the Arts in Italy

3

This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present.

### FA 365 Fine Arts Culture in Britain

3

Taught when a faculty member from the Whitworth Theatre, Music or Art Department is part of the study program to the British Isles.

## Music Courses

### MU 103 Listening to Music

3

A course that will guide students in intelligent listening and understanding of Western classical music as well as of world music traditions and popular music compositions. Fall semester.

### MU 104 Music of the Christian Church

3

This course will guide students to listen intelligently and understand music in the history of the Christian Church. Attention will focus on the role of music in the life of Christian communities. This course includes visits to local church services. Periodic Jan Term offering.

### MU 110 Music Theory I

3

Notation, scale structure, intervals, simple harmonic progressions. Taken concurrently with MU 111. Fall semester.



<b>MU 111 Ear Training I</b>	1
Ear training, sight singing. Taken concurrently with MU 110.	
<b>MU 112 Music Theory II</b>	3
Seventh chords, inversions, non-harmonic tones, modulations, altered chords, complex chord progressions. Prerequisite: MU 110 with a minimum grade of C. Spring semester.	
<b>MU 113 Ear Training II</b>	1
Ear training, sight singing. Taken concurrently with MU 112. Prerequisite: MU 111 with a minimum grade of C.	
<b>MU 139 Beginning Class Piano</b>	1
<b>MU 140 Beginning Class Guitar</b>	1
<b>MU 141 Class Piano I</b>	1
<b>MU 142 Class Voice</b>	1
<b>MU 149 Jazz Combo</b>	1
<b>MU 152 Private Brass</b>	1-2
<b>MU 153 Private Guitar</b>	1-2
<b>MU 155 Private Organ</b>	1-2
<b>MU 156 Private Percussion</b>	1-2
<b>MU 157 Private Piano</b>	1-2
<b>MU 158 Private Strings</b>	1-2
<b>MU 159 Private Voice</b>	1-2
<b>MU 160 Private Woodwinds</b>	1-2
<b>MU 161 Private Jazz Improvisation</b>	1-2
<b>MU 162 Private Composition</b>	1-2
<b>MU 163 Private Jazz Arranging</b>	1-2
<b>MU 167 Concert Band</b>	1
No audition required. Students may join if they have played an instrument in band at least through their junior year in high school, or have the consent of the instructor. Meets one evening a week and performs on campus once each semester.	
<b>MU 170 Chamber Ensemble</b>	1
By permission. Performance in a small instrumental ensemble.	
<b>MU 171 Whitworth Choir</b>	1
By audition. Works of all periods, a cappella and accompanied. Annual tour.	

- MU 172 Women's Choir** 1  
By audition. Works from all periods for treble voices, a cappella and accompanied. Christmas tour, spring concerts.
- MU 173 Wind Symphony** 1  
By audition. Primarily original works for band and wind ensemble. Bi-annual tour.
- MU 174 Jazz Ensemble** 1  
By audition. All jazz styles. Annual concerts with guest artists, jazz festivals, tours. International travel opportunities during Jan Term.
- MU 175 Chamber Singers** 1  
A select, small choral ensemble, the members being chosen from the Whitworth Choir. By audition.
- MU 176 Piano Accompanying** 1  
A small-group performance class focusing on vocal, choral and instrumental accompanying. Focuses on the specific technical, musical and performance skills necessary for professional accompanying.
- MU 177 Men's Chorus** 1  
Must be able to match pitches; no previous choral experience required. Works of various styles and musical periods for men's voices, a cappella and accompanied. On-campus and local performance.
- MU 178 Whitworth Orchestra** 1  
By audition. Works for full orchestra from all musical periods. Frequent concerts and bi-annual tour.
- MU 191 Independent Study** 1-4
- MU 196 Topics in Music** 1-3  
Selected lower-division topics in music.
- MU 206 Jazz in America** 3  
Comprehensive review of the cultural settings from which jazz emerged. Major jazz styles, composers/ performers, and recordings. Spring semester.
- MU 210 Music Theory III** 3  
Continuation of topics in MU 112. Emphasis on traditional musical forms such as theme and variations, rondo and sonata, with some writing in these forms. Prerequisite: MU 112 with a minimum grade of C. Fall semester.
- MU 211 Ear Training III** 1  
Ear training, sight singing. Taken concurrently with MU 210. Prerequisite: MU 113 with a minimum grade of C.
- MU 212 Music Theory IV** 3  
An introduction to contemporary harmonic idioms. Composition assignments of varied natures. Prerequisite: MU 210 with a minimum grade of C. Spring semester.
- MU 213 Ear Training IV** 1  
Ear training, sight singing. Taken concurrently with MU 212. Prerequisite: MU 211 with a minimum grade of C.
- MU 225 General Conducting** 2  
Basic techniques of choral and instrumental conducting. Prerequisites: MU 110 and MU 111. Fall and spring semesters.

<b>MU 235 Classical Music of the Western World</b>	3
A music appreciation course covering basic techniques for listening to classic pieces of music. Exploration of the historical forces that have influenced the great compositions of our culture. Periodic offering.	
<b>MU 241 Class Piano II</b>	1
<b>MU 249 Jazz Combo</b>	1
<b>MU 252 Private Brass</b>	1-2
<b>MU 253 Private Guitar</b>	1-2
<b>MU 255 Private Organ</b>	1-2
<b>MU 256 Private Percussion</b>	1-2
<b>MU 257 Private Piano</b>	1-2
<b>MU 258 Private Strings</b>	1-2
<b>MU 259 Private Voice</b>	1-2
<b>MU 260 Private Woodwinds</b>	1-2
<b>MU 261 Private Jazz Improvisation</b>	1-2
<b>MU 262 Private Composition</b>	1-2
<b>MU 263 Private Jazz Arranging</b>	1-2
<b>MU 267 Concert Band</b>	1
See MU 167.	
<b>MU 270 Chamber Ensemble</b>	1
See MU 170.	
<b>MU 271 Whitworth Choir</b>	1
See MU 171.	
<b>MU 272 Women's Choir</b>	1
See MU 172.	
<b>MU 273 Wind Symphony</b>	1
See MU 173.	
<b>MU 274 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 275 Chamber Singers</b>	1
See MU 175.	

**MU 276 Piano Accompanying**

See MU 176.

**MU 277 Men's Chorus**

See MU 177.

**MU 278 Whitworth Orchestra**

See MU 178.

**MU 284 Opera Workshop**

Preparation of roles from opera and/or operetta, with performance at the end of the term. Acting, vocal techniques, stage movement. Audition required. Periodic Jan Term offering.

**MU 285 Elective Recital**

Elective course for students taking private lessons. Departmental approval required. Fall and spring semesters.

**MU 290 Internship****MU 291 Independent Study****MU 301 Music History I**

Musical styles, forms, composers from ancient times through the 18th century. Lectures, reading, score analysis, coordinated listening. Prerequisite: MU 112. Spring semester.

**MU 302W Music History II**

Continuation of topics in MU 301, covering music from the 18th century through the late 19th century. Prerequisites: MU 210 and MU 301 required (CO 250 recommended). Fall semester.

**MU 303 Music History III**

Continuation of the topics in MU 301 and 302W. Covers music from the late 19th century to the present. Prerequisite: MU 302W. Spring semester.

**MU 304 World Music Traditions**

Musical traditions of a variety of cultures, including Native American, African, East European and Indian. Special attention will be given to unique instruments, particularly those from Africa. The relationship of music to religion and politics will also be explored. Periodic offering.

**MU 305 Leadership in Music**

Principles of leadership in the context of a study of famous composers of classical music. Study the lives of composers and explore the specific ways composers shaped the development of a rich artistic tradition. Fulfills the fine arts or humanities requirement. Continuing Studies only

**MU 306 History and Theology of Worship**

History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship. Also listed as TH 306. Fall semester.

**MU 307 Church Music Techniques**

Survey of techniques and resources for a broad range of church music functions. Class sessions will include preparing the student to work with organs, handbells, children's choirs, worship teams, and audio/video technology in worship. Spring semester, odd years.

- MU 329 String Pedagogy** 2  
This course is designed to teach the art of studio teaching to string players. Through classes, observation, and a teaching practicum, students gain the tools and experiences necessary to become a highly qualified teacher. Prerequisites: music major or minor, or instructor permission. Jan Term, odd years.
- MU 330 Piano Pedagogy** 2  
Exploration of concepts, materials and methods. Prerequisite: music major, music-education major, or music minor. Fall semester, even years.
- MU 331 String Techniques** 1  
Techniques, materials, methods, application of scoring. Prerequisite: music or music education major. Fall semester, even years.
- MU 332 Percussion Techniques** 1  
Techniques, materials, methods and pedagogy for percussion instruments. Prerequisite: music or music education major. Spring semester, odd years.
- MU 333 Woodwind Techniques** 1  
Techniques, materials, concepts, and pedagogy for woodwind instruments. Prerequisite: music or music education major. Fall semester, odd years.
- MU 334 Brass Techniques** 1  
Techniques, materials, concepts, and pedagogy for brass instruments. Prerequisite: music or music education major. Spring semester, even years.
- MU 335 Diction I: Italian, English** 2  
Exposure to Italian and Latin diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: music major, music education major, or music minor. Fall semester, even years.
- MU 336 Diction II: French, German** 2  
Exposure to French and German diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: MU 335. Spring semester, odd years.
- MU 337 Piano Literature** 2  
Study of the major repertoire and its composers from the Renaissance to the present. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.
- MU 344 Elementary Music: Music and Movement** 1  
Curriculum and methods for teaching music and movement in the elementary school. Procedures, materials for teaching music in the self-contained elementary classroom. Designed for non-music majors. Fall and spring semesters, Jan Term.
- MU 348 Computer Applications in Music** 3  
Students will use synthesizers, sequencers and computers to compose, arrange, orchestrate and/or publish music ranging from jazz to orchestral. Prerequisite: MU 110. Periodic Jan Term offering.
- MU 349 Jazz Combo** 1
- MU 352 Private Brass** 1-2
- MU 353 Private Guitar** 1-2



<b>MU 355 Private Organ</b>	1-2
<b>MU 356 Private Percussion</b>	1-2
<b>MU 357 Private Piano</b>	1-2
<b>MU 358 Private Strings</b>	1-2
<b>MU 359 Private Voice</b>	1-2
<b>MU 360 Private Woodwinds</b>	1-2
<b>MU 361 Private Jazz Improvisation</b>	1-2
<b>MU 362 Private Composition</b>	1-2
<b>MU 363 Private Jazz Arranging</b>	1-2
<b>MU 365 International Culture Through Jazz</b>	3
A select group of Whitworth jazz students (enrollment by audition only) will travel to locations outside the United States and join with international students and instructors in various jazz classes, ensembles and concerts. Includes study of local history and culture through visits to historical and cultural sites in the host city. Offered periodically in Jan Term.	
<b>MU 367 Concert Band</b>	1
See MU 167.	
<b>MU 370 Chamber Ensemble</b>	1
See MU 170.	
<b>MU 371 Whitworth Choir</b>	1
See MU 171.	
<b>MU 372 Women's Choir</b>	1
See MU 172.	
<b>MU 373 Wind Symphony</b>	1
See MU 173.	
<b>MU 374 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 375 Chamber Singers</b>	1
See MU 175.	
<b>MU 376 Piano Accompanying</b>	1
See MU 176.	
<b>MU 377 Men's Chorus</b>	1
See MU 177.	
<b>MU 378 Whitworth Orchestra</b>	1
See MU 178.	

<b>MU 383 Junior Recital</b>	0-1
Music majors only. Department approval required. Fall and spring semesters.	
<b>MU 385 Elective Recital</b>	0-1
Elective course for students taking private lessons. Departmental approval required.	
<b>MU 390 Internship</b>	1-4
<b>MU 391 Independent Study</b>	1-4
<b>MU 394 Music Practicum</b>	2
Supervised piano teaching experience, primarily intended for students in piano pedagogy track. Prerequisites: junior standing; music major, music education major, or music minor. Fall and spring semesters.	
<b>MU 395 Teaching Assistantship</b>	1-4
<b>MU 396 Topics in Music</b>	1-3
Selected upper-division topics in music. Periodic offering.	
<b>MU 415 Choral Literature</b>	2
History of choral literature from the Renaissance to the present. Prerequisite: MU 210 (MU 301 recommended). Spring semester, even years.	
<b>MU 416 Wind Literature</b>	2
History of symphonic and wind band/ensemble literature from the baroque period to the present. Prerequisite: MU 210. Fall semester, odd years.	
<b>MU 417 Symphonic Literature</b>	2
Survey of major orchestral literature from the Baroque period to the present. Prerequisite: MU 210 required (MU 302W recommended). Spring semester, even years.	
<b>MU 427 Advanced Conducting</b>	2
Advanced techniques of choral and instrumental conducting. Score study. Prerequisite: MU 225 with a grade of "C" or better. Spring semester.	
<b>MU 432 Instrumental and Choral Arranging</b>	2
Practical application of arranging techniques for a variety of instrumental and choral ensembles. Transpositions, instrument and vocal ranges, principles of voicing and score production will be studied. Prerequisite: MU 210. Spring semester.	
<b>MU 436 Survey of Music Industry</b>	3
Designed to familiarize students with the primary components of the music industry as well as contracts, music licensing and copyrights. They will explore career options, develop a portfolio, and learn to write effective business letters, invoices and resumes. Spring semester, even years.	
<b>MU 438 Song Literature</b>	2
Survey of the great song literature of Germany, France, Italy, Russia and Scandinavia, and of the literature of English and Spanish languages. Study of style, characteristics, score reading, listening and recognition. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	

<b>MU 439 Vocal Pedagogy</b>	2
A systematic study of vocal physiology and anatomy. Consideration of current teaching trends and preparation of materials for teaching. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.	
<b>MU 440 Music Methods in the Elementary School</b>	2
Procedures, materials for elementary-school music teaching. For music majors and minors who may become elementary school music specialists. Teaching, observation of lessons, performance organization. Prerequisite: music major, music education major, or music minor. Spring semester, even years.	
<b>MU 442 Contemporary/Jazz Methods</b>	2
The study of instrumental and vocal jazz styles, pedagogy and technology. Primarily for music education majors, although it may be taken as an elective for those students wishing to learn about the technical and pedagogical side of jazz and contemporary music. Prerequisite: MU 112. Spring semester, odd years.	
<b>MU 443 Choral Techniques and Materials</b>	3
Techniques, problems in choral conducting, rehearsal procedure. Prerequisite: MU 225; music major or music education major. Fall semester, odd years.	
<b>MU 444 Instrumental Methods and Materials</b>	3
Rehearsal techniques, instrumental literature and materials, marching band techniques, program utilization. Prerequisite: music major or music education major. Fall semester, even years.	
<b>MU 449 Jazz Combo</b>	1
<b>MU 452 Private Brass</b>	1-2
<b>MU 453 Private Guitar</b>	1-2
<b>MU 455 Private Organ</b>	1-2
<b>MU 456 Private Percussion</b>	1-2
<b>MU 457 Private Piano</b>	1-2
<b>MU 458 Private Strings</b>	1-2
<b>MU 459 Private Voice</b>	1-2
<b>MU 460 Private Woodwinds</b>	1-2
<b>MU 461 Private Jazz Improvisation</b>	1-2
<b>MU 462 Private Composition</b>	1-2
<b>MU 463 Private Jazz Arranging</b>	1-2
<b>MU 467 Concert Band</b>	1
<b>MU 470 Chamber Ensemble</b>	1
See MU 170.	

<b>MU 471 Whitworth Choir</b>	1
See MU 171.	
<b>MU 472 Women's Choir</b>	1
See MU 172.	
<b>MU 473 Wind Symphony</b>	1
See MU 173.	
<b>MU 474 Jazz Ensemble</b>	1
See MU 174.	
<b>MU 475 Chamber Singers</b>	1
See MU 175.	
<b>MU 476 Piano Accompanying</b>	1
See MU 176.	
<b>MU 477 Men's Chorus</b>	1
See MU 177.	
<b>MU 478 Whitworth Orchestra</b>	1
See MU 178.	
<b>MU 481 Field Experience</b>	0-3
Classroom field experience for music education majors, usually at the alternate level (primary or secondary) from student teaching. Not required for students who take EDU 369. Prerequisite: signature of the instructor.	
<b>MU 483 Senior Recital</b>	0-2
For music majors with performance track only. Prerequisite: MU 383. Fall and spring semesters.	
<b>MU 485 Elective Recital</b>	0-2
Elective course for students taking private lessons. Department approval required. Fall and spring semesters.	
<b>MU 490 Internship</b>	1-4
<b>MU 491 Independent Study</b>	1-4
<b>MU 495 Teaching Assistantship</b>	1-4
<b>MU L99 Music Lab</b>	0
<b>MU R99 Recital Hours</b>	0

# Nursing

nursing@wsu.edu (<http://catalog.whitworth.edu/undergraduate/nursing/> mailto:nursing@wsu.edu) ::  
mjones@whitworth.edu :: jonesm@wsu.edu (<http://catalog.whitworth.edu/undergraduate/nursing/>  
mailto:jonesm@wsu.edu)



The Washington State University College of Nursing is committed to inspiring and transforming healthcare for generations to come. The WSU CON embraces the core values of caring, altruism, social justice and maximizing human potential. In addition, the college endorses the values of Washington State University and the consortium institutions, Eastern Washington University and Whitworth University, which include inquiry and knowledge, engagement and application, committed partnerships, leadership, character, stewardship, teamwork and diversity.

The College of Nursing is a unique consortium program established in 1968, serving Whitworth, WSU, and Eastern. The faculty, staff and instructional resources of the College of Nursing are located on the WSU Riverpoint campus in downtown Spokane.

The bachelor of science in nursing program is accredited by the Commission on Collegiate Nursing Education and is approved by the Washington State Board of Nursing.

The undergraduate nursing major leading to the bachelor of science degree in nursing prepares generalists in professional nursing practice. Upon successful completion of the baccalaureate program, graduates are eligible to take the licensure examination for registered nurses.

Upon acceptance by the College of Nursing, Whitworth students will also be jointly enrolled through WSU, which handles all registration, tuition, course fees and financial aid. Students from out of state will be charged non-resident tuition by WSU unless they have established permanent Washington state residency. Nursing students will not be covered by Whitworth financial aid and other scholarships while at the College of Nursing. Whitworth will charge a minimal enrollment fee. Upon completion of graduation requirements, the student will receive a joint diploma from Whitworth University and Washington State University. Transcripts will be issued by each institution.

## Undergraduate Program (BSN)

### Application/Admission

Applicants must obtain an application from the registrar's office at Whitworth University. The completed application must be returned to the registrar's office by Jan. 15 for August admission and by Aug. 5 for January admission.

All courses prerequisite to the upper-division major, general university requirements and junior standing must be completed by the end of spring term for enrollment the following fall and by the end of fall term for spring enrollment. During the spring or fall term, when the application is being reviewed, the student must have no more than three prerequisite courses to complete. A letter or numerical grade must be submitted for prerequisite courses. The pass/no credit option or Advanced Placement credit cannot be used. Residency of 32 semester credits is required at Whitworth prior



to acceptance at the College of Nursing. The degree is generally completed in two years of study at Whitworth and two years at the WSU College of Nursing.

Applicants are judged on the following criteria:

- a cumulative GPA of 2.8 or higher;
- a cumulative GPA of 2.8 or higher in prerequisite courses;
- at least a "C" grade in each prerequisite course; P/F grades are not accepted;
- junior standing;
- evaluation in a personal interview.

Admission is competitive, and being a Whitworth student does not guarantee admission to the WSU College of Nursing.

For further information on the upper-division program at WSU, contact the College of Nursing, [www.nursing.wsu.edu](http://www.nursing.wsu.edu) (<http://www.nursing.wsu.edu>) or 509.324.7338.

## Requirements for the Bachelor of Science Degree in Nursing, B.S. (100)

126 semester credits, including the 101 credits of prerequisite and nursing courses. Completion of Whitworth's general graduation requirements. Oral communication, modern language, and Core 250 or 350 are waived for nursing majors. Global perspectives will be met by NU courses through WSU.

### Nursing prerequisites (35 credits)

BI 204	Medical Microbiology	3
HS 220	Anatomy and Physiology I	4
HS 221	Anatomy and Physiology II	4
CH 101	Introduction to Chemistry	3
CH 101L	Introduction to Chemistry Lab	1
CH 102	Bioorganic Chemistry	3
CH 102L	Bioorganic Chemistry Lab	1
MA 256	Elementary Probability and Statistics	3
HS 315	Nutrition	3
PY 101	Introductory Psychology	3
PY 210	Developmental Psychology	3
SO 120	Introduction to Sociology	3

First aid and CPR certification are required prior to a student registering for courses at WSU and the College of Nursing.

### Required nursing courses (WSU College of Nursing) 66 credits

NU 308	Professional Development I: Research and Informatics	3
NU 309	Professional Development II: Ethical Reasoning and Decisions in Nursing	3
NU 311	Pathophysiology and Pharmacology for Nursing	4
NU 315	Nursing Practice: Health and Illness	4
NU 316	Introduction to Nursing Practice in Health and Illness: Theory	2
NU 317	Health Assessment	3
NU 322	The Human Experience of Diversity and Health	2
NU 323	Nursing in the Genome Era Illness in Adults	2
NU 324	Nursing Concepts in Acute and Chronic Illness in the Adult	4
NU 325	Nursing Practice in Acute and Chronic Illness in Adults	5
NU 328	Introduction to Gerontological Nursing	2
NU 408	Professional Development III: Leadership and Management	3
NU 409	Professional Development IV: Transition to Practice	2
NU 412	Family and Community As a Context of Care	1

NU 414	Child and Family Health: Theory	3
NU 415	Children and Families As the Focus of Nursing Care	2
NU 416	Childbearing Health of the Family	3
NU 417	Nursing Care of Childbearing Families	2
NU 424	Psychiatric/Mental-Health Nursing Concepts	3
NU 425	Nursing Practice: Psychiatric/Mental Health	2
NU 426	Community Health Nursing Theory	2
NU 427	Community-Health Nursing Practice	3
NU 430	Senior Practicum	3
Three credits approved upper-division elective (nursing or non-nursing)		3

## Undergraduate Elective Courses

Nursing electives are offered each semester, allowing students to explore topics of interest, including some international experiences.

## Courses

<b>NU 307 Assertiveness Training</b>	<b>2</b>
Assertiveness training to assist professional nurse in improving interpersonal relationships in nursing situations. Prerequisite: junior in nursing.	
<b>NU 308 Professional Development I: Research and Informatics</b>	<b>3</b>
First of professional development series. Focus on nursing and health care research, information management, informatics, and development of nursing research.	
<b>NU 309 Professional Development II: Ethical Reasoning and Decisions in Nursing</b>	<b>3</b>
Continuation of professional development series. Moral and ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline are explored.	
<b>NU 311 Pathophysiology and Pharmacology for Nursing</b>	<b>4</b>
Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.	
<b>NU 312 Pathophysiological Basis/Nur Prac</b>	<b>3</b>
<b>NU 313 Mental Health Concepts: Individuals And Families</b>	<b>2</b>
<b>NU 314 Introduction to Nursing Practice in Health and Illness: Theory</b>	<b>4</b>
Introduction to nursing concepts and health assessment including core professional values, knowledge and competencies for nursing practice. Co-requisite: NU 308, 311.	
<b>NU 315 Nursing Practice: Health and Illness</b>	<b>4</b>
Introduction to nursing practice and health assessment: professional values, core competencies core knowledge and role development. Co-requisites: NU 308, 311 and 314.	
<b>NU 316 Introduction to Nursing Practice in Health and Illness: Theory</b>	<b>2</b>

<b>NU 317 Health Assessment</b>	3
<b>NU 318 Growth and Development Across the Life Span</b>	3
Transitions in physiological, psychosocial, cognitive, moral development throughout the life span. Exploration of cultural, ethnic, and family influences on development.	
<b>NU 320 Nursing Concepts: Foundations</b>	3
<b>NU 321 Nursing Prac: Foundations</b>	4
<b>NU 322 The Human Experience of Diversity and Health</b>	2
Explorations of regional, national, and global expressions of health and illness and implications for health care professionals.	
<b>NU 323 Nursing in the Genome Era Illness in Adults</b>	2
Genome science and application of genetic and genomic concepts to nursing care.	
<b>NU 324 Nursing Concepts in Acute and Chronic Illness in the Adult</b>	4
Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing.	
<b>NU 325 Nursing Practice in Acute and Chronic Illness in Adults</b>	5
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing.	
<b>NU 328 Introduction to Gerontological Nursing</b>	2
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse. Co-requisite: NU 318.	
<b>NU 408 Professional Development III: Leadership and Management</b>	3
Continuation of the professional development series. Focus on impact of leadership, management, and resource allocation on patient outcomes.	
<b>NU 409 Professional Development IV: Transition to Practice</b>	2
Continuation of professional development series. Focus on transition to practice and nursing across health care systems/delivery within global arena.	
<b>NU 412 Family and Community As a Context of Care</b>	1
Concepts of family-focused nursing assessment, planning, and interventions with emphasis on referral to appropriate community resources.	
<b>NU 414 Child and Family Health: Theory</b>	3
Analysis and evaluation of scientific and theory base for nursing care of children and families.	

<b>NU 415 Children and Families As the Focus of Nursing Care</b>	<b>2</b>
Synthesis and application of underlying science and nursing process with the unique population of children and families. Prerequisites: NU 324 and 325. Co-requisites: NU 318, 328 and 414.	
<b>NU 416 Childbearing Health of the Family</b>	<b>3</b>
Care of childbearing families within the context of community. Newborn's health and men's and women's reproductive health are addressed.	
<b>NU 417 Nursing Care of Childbearing Families</b>	<b>2</b>
Nursing care of families during the childbearing continuum in community and/or acute care settings. Combination of clinical and seminar.	
<b>NU 424 Psychiatric/Mental-Health Nursing Concepts</b>	<b>3</b>
Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal and ethical issues of psychiatric/ mental health nursing.	
<b>NU 425 Nursing Practice: Psychiatric/Mental Health</b>	<b>2</b>
Clinical application of the nursing process with clients experiencing acute and chronic psychiatric / mental-health disruptions.	
<b>NU 426 Community Health Nursing Theory</b>	<b>2</b>
Synthesis of nursing and public health concepts with emphasis on community as partner and population-focused practice.	
<b>NU 427 Community-Health Nursing Practice</b>	<b>3</b>
Promoting the public's health through application of the public health functions: assessment, policy development, and assurance.	
<b>NU 430 Senior Practicum</b>	<b>3</b>
Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed.	

# Philosophy

The Whitworth Philosophy Department introduces students to the content and methodology of the discipline of philosophy. While emphasizing the history of philosophy and current philosophical issues, the department's courses help develop logical-reasoning and critical-thinking skills. The program focuses on both the critical and the constructive aspects of philosophy while encouraging Christian character development and career preparation. The learning outcomes of this major include the following:



## **Content mastery, including knowledge of the following:**

- the history of philosophy, including key authors and texts;
- key issues, key questions, and major alternatives;
- central issues relative to the intersection of philosophy with other disciplines, e.g. philosophy of religion, philosophy of mind.

## **Critical thinking, including the ability to do the following:**

Develop analytical skills:

- ability to listen and analyze various modes of discourse;
- ability to read texts carefully.

Develop argumentation skills:

- Identify and follow arguments (including the ability to discern fallacies, detect assumptions, identify presuppositions and implications of ideas).
- Construct arguments both orally and in writing – including the ability to assert, explain and justify a position.

## **Constructive Synthesis:**

- Understand worldviews.
- Articulate competing worldviews (with particular exposure to a Christian worldview).
- Recognize worldviews in dispute.
- Develop a personal worldview.
- Develop ability to connect ideas, pulling ideas from various sources to enhance and synthesize.
- Integrate philosophy into one's personal life.



## Christian Character Development:

- Cultivate moral virtues and aid in character development through teaching, modeling and mentoring.
- Expose students to the Christian faith as a viable option for thinking persons.

## Career Preparation:

- Prepare some students for law school, seminary, philosophy graduate programs and other liberal arts graduate programs.
- For all students: Translate acquired skills into marketable professional competencies.

## Requirements for a Philosophy Major, B.A. (41)

Philosophical Foundations		
PH 110	Introduction to Philosophy	3
Either		3
PH 201	Logic	
PH 301	Symbolic Logic	
CO 250	Western Civilization II: The Rationalist Worldview	4
History of Philosophy		
PH 305	History of Ancient Philosophy	3
PH 306	History of Modern Philosophy	3
PH 307	History of Contemporary Philosophy	3
Philosophical Topics		
PH 221	Ethics	3
PH 320	Philosophy of Religion	3
PH 340W	Epistemology	3
PH 341	Metaphysics	3
PH 425	Philosophy of Mind	3
Six additional approved philosophy credits		6
PH 498	Senior Capstone	1

## Requirements for a Philosophy Minor (16)

Twelve approved semester credits, six of which must be upper division		12
CO 250	Western Civilization II: The Rationalist Worldview	4

## Courses

PH 110 Introduction to Philosophy	3
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The great issues and ideas of philosophical inquiry. Treatment of subjects such as logic, metaphysics, epistemology, ethics, political philosophy and different world views. Emphasis on both critical and constructive thinking. Fall and spring semesters.

PH 191 Independent Study	1-4
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PH 196 Topics in Philosophy	1-3
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Selected lower-division topics in philosophy. Periodic offering.

**PH 201 Logic**

3

The formal nature of logical thought and the informal, practical application of critical thinking to the analysis of arguments. Includes sections on arguments and fallacies in ordinary language, syllogistic arguments and symbolic logic. Spring semester.

**PH 209 The Vices: Virtue and Evil**

3

An examination of several prominent moral vices, particularly the "seven deadly sins," with a view to their apparent attractiveness and inherent self-destructiveness. Jan Term, odd years.

**PH 210 The Ten Commandments as Moral**

3

**Law**

An investigation of how a set of 3000-year-old rules can still have relevance and application for our lives. Includes grounding the Decalogue in divine-command theory and virtue theory, understanding the rules' original context and intent, and translating the rules to contemporary daily life. PH 110 and Core 150 helpful but not required. Jan Term, even years.

**PH 211 The Philosophy of Forgiveness**

3

Forgiveness is generally thought to be a morally good response to a wrong-doing. This class will examine the nature of forgiveness. What is the relationship between forgiveness and justice? How is forgiving a wrong-doing different from condoning a wrong-doing? Is there such a thing as unconditional forgiveness? PH 110 is helpful but not required. Periodic Jan Term.

**PH 221 Ethics**

3

The nature of moral judgments and values. Examination of the criteria upon which ethical decision-making is based and the nature of the good life. Cross-listed with TH 221. Fall semester.

**PH 244 Reasons for Faith**

3

An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 344. Periodic Jan Term offering.

**PH 256 Asian Philosophy**

3

A study of the major schools of Asian philosophy, with emphasis on Chinese thought. Spring semester, even years.

**PH 261 C.S. Lewis**

3

The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Fall semester.

**PH 290 Internship**

1-4

**PH 291 Independent Study**

1-4

**PH 301 Symbolic Logic**

3

This course attempts to formalize the structure of proper logical reasoning through the use of an artificial symbolic language that assists in recognizing proper from improper argumentation. The main goal in this class is to begin mastering this symbolic language with the goal of learning to reason well. We will begin by looking at the nature of propositional statements, the truth-functional connectives they use, and translating statements made in our natural language to this artificial symbolic language. Then we will turn to the construction of arguments. We will learn to recognize valid from invalid arguments by constructing truth-tables to derive valid arguments using universal logical truths. Fall semester, even years.

<b>PH 305 History of Ancient Philosophy</b>	3
The development of philosophical ideas from the Pre-Socratics to the Middle Ages, using primary source readings. Special emphasis on Plato's and Aristotle's ideas on the major issue of life. Fall semester, even years.	
<b>PH 306 History of Modern Philosophy</b>	3
The development of philosophical ideas from Descartes through the 18th century, using primary source readings. Figures studied include: Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant. Spring semester, odd years.	
<b>PH 307 History of Contemporary Philosophy</b>	3
The development of philosophical ideas in the 19th-, 20th-, and 21st-century Europe and America. Both the Continental and Anglo-American traditions will be explored. Fall semester, odd years.	
<b>PH 308 History of Medieval Philosophy</b>	3
The development of philosophical ideas from the fall of Rome to the Renaissance, using primary sources. Emphasis on Christian traditions, but Jewish and Islamic traditions will also be explored. Periodic offering.	
<b>PH 310 Applied Ethics and Decision-Making</b>	3
Ethical decision-making and the complex social and technological issues of a modern world. Particular emphasis on emerging or developing areas in ethics, including the feminist perspective and the environmental ethic. Summer semester.	
<b>PH 320 Philosophy of Religion</b>	3
The place of reason in faith. Issues addressed include classical arguments for and against the existence of God, the relationship of faith and reason, and the nature of religious language, miracles and immortality. Recommended prerequisite: Core 250. Spring semester.	
<b>PH 321W Ethics-Social/Behavioral Studies</b>	3
This course focuses on four themes in moral philosophy: The Foundations of morality, Moral knowledge, Moral motivation, and Ethics in real life. The course will apply these ethical themes to topics in social and behavioral fields. Satisfies the Writing-intensive requirement.	
<b>PH 336 Social-Political Philosophy</b>	3
An examination of the nature of justice and the extents of our social obligations. Considers both historical and contemporary sources, the latter including feminist and multicultural thinkers. Covers both theory and particular issues, like just war, economics and justice, rights to free expression, etc. Also listed as PO 336. Fall semester, even years.	
<b>PH 340W Epistemology</b>	3
The nature and limits of knowledge. Focus on contemporary issues raised in recent books and journals. Recommended prerequisites: PH 305 or PH 306, or CO 250. Fall semester, odd years.	
<b>PH 341 Metaphysics</b>	3
The ultimate nature of reality. Focus on issues raised in recent books and journals. Fall semester, even years.	
<b>PH 344 Reasons for Faith</b>	3
An examination of the rational status of Christian belief. Topics include the relationship between faith and reason, the evidence for God's existence, and the evidence for uniquely Christian doctrines (e.g., the Christ's Resurrection). Also listed as PH 244. Periodic Jan Term.	

<b>PH 368 Aesthetics</b>	3
The nature of art, including purposes and theories of art, connections to beauty and truth and practical life, and moral implications of artworks. Suggested prerequisites: PH 110 or any of AR 260-264. Also listed as AR 368. Spring semester, odd years.	
<b>PH 390 Internship</b>	1-4
<b>PH 391 Independent Study</b>	1-4
<b>PH 395 Teaching Assistantship</b>	1-4
<b>PH 396 Topics in Philosophy</b>	1-3
Selected upper-division topics in philosophy. Periodic offering.	
<b>PH 421 Philosophy of Science</b>	3
An examination of various issues related to scientific methodology. Topics covered include the demarcation of science from pseudoscience, the rationality of induction, scientific explanation and confirmation, scientific laws, the realism/anti-realism debate, rationality and objectivity in science, and the relationship between science and faith. Spring semester, even years.	
<b>PH 423W Marxism and the Socialist World</b>	3
Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PO 423W. Periodic offering.	
<b>PH 425 Philosophy of Mind</b>	3
An exploration of one of the most actively debated and contentious issues in contemporary philosophy: What is the nature of the human mind? Examines current theories and the relationship to the claims of artificial intelligence, neuropsychology and Christian understandings of human nature, as well as the question of determinism versus free will. Spring semester, odd years.	
<b>PH 486 Readings</b>	1-4
<b>PH 490 Internship</b>	1-4
<b>PH 491 Independent Study</b>	1-4
<b>PH 495 Teaching Assistantship</b>	1-4
<b>PH 498 Senior Capstone</b>	1
Writing and discussion intended to give senior students an opportunity to integrate the various strands of their philosophical education and reflect on their future. Fall semester, senior year.	

# Physics



The Whitworth University Physics Department and Dual-Degree Engineering Program strive to provide students with the foundational skills necessary for success in science and engineering while preserving the university's strong tradition of a broad Christian liberal arts education. Our curriculum, which integrates a laboratory with each subject of physics, along with a growing integration of original and publishable research into the undergraduate experience, provides an understanding of real-world problems.

The learning outcomes of this major prepare the student to do the following:

- Be proficient in physics and math.
- Be able to integrate faith and vocation.
- Be employable in a wide range of fields.
- Demonstrate critical-thinking and problem-solving skills.
- Be competent in oral and written communication.

## Requirements for a Physics Major, B.A. (53-54)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
PS 363	Thermodynamics	4
PS 373	Electronics	4
PS 455	Quantum Mechanics	4
One of the following:		3-4
PS 451	Electricity and Magnetism I	
PS 351	Dynamics	
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1



CH 181	General Chemistry II	3
One additional upper-division physics course		4
For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.		
MA 256	Elementary Probability and Statistics	
EDU 455	Science in Secondary School	

### Requirements for a Physics Major, B.S. (68)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
PS 351	Dynamics	3
PS 353	Advanced Dynamics	4
PS 361	Nuclear Physics	4
PS 363	Thermodynamics	4
PS 373	Electronics	4
PS 451	Electricity and Magnetism I	4
PS 453	Electricity and Magnetism II	3
PS 455	Quantum Mechanics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3

For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.

MA 256	Elementary Probability and Statistics	
EDU 455	Science in Secondary School	

### Requirements for an Applied Physics Major, B.A. (57-60)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
PS 373	Electronics	4

One of the following: 3-4

PS 451	Electricity and Magnetism I	
PS 351	Dynamics	
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
EN 356	Mathematical Methods I	2

EN 358	Mathematical Methods II	2
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CS 171	Computer Science I	3
One of the following:		3
CS 172	Computer Science II	
EN 211	Statics	
Two additional approved upper-division courses from physics, computer science, math, chemistry or engineering		6-8

*Note: Students may not receive two physics majors.*

## Requirements for Biophysics Major, B.S. (66-69)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
PS 241	Introduction to Biophysics	3
PS 363	Thermodynamics	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CH 181L	General Chemistry II Lab	1
CH 271	Organic Chemistry I	3
CH 271L	Organic Chemistry I Lab	1
BI 140	General Biology I: Genes, Cells and Evolution	4
BI 141	General Biology II: Organismal Biology	4
MA 281	Differential Equations	3
One of the following:		3
BI 230	Introductory Biochemistry	
CH 401	Biochemistry I	
Electives		
Three of the following with at least one from physics and one from biology:		9-12
BI 363	Genetics	
BI 399	Molecular Biology	
BI 412	Advanced Cell Biology	
CH 278	Organic Chemistry II	
CH 403	Biochemistry II	
PS 351	Dynamics	
PS 361	Nuclear Physics	
PS 371	Optics	
PS 373	Electronics	
PS 451	Electricity and Magnetism I	
PS 455	Quantum Mechanics	

*Note: Students may not pursue more than one major in physics.*

## Requirements for Engineering Physics Major, B.S. (64-67)

### Engineering Physics Core Requirements (49)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
EN 110	Engineering Orientation	1
EN 171	Engineering Graphics & Cad	3
EN 390	Internship	1
EN 356	Mathematical Methods I	2
EN 358	Mathematical Methods II	2
EN 485	Engineering Design Project	3
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CS 171	Computer Science I	3
EC 210	Principles of Microeconomics	3

### Electrical Track (67)

Core Courses		49
PS 371	Optics	4
PS 373	Electronics	4
CS 373	Digital Logic Design	3
PS 451	Electricity and Magnetism I	4
PS 453	Electricity and Magnetism II	3

### Mechanical Track (66)

Core Courses		49
EN 211	Statics	3
EN 351	Dynamics	3
EN 311	Mechanics of Materials	3
PS 353	Advanced Dynamics	4
PS 363	Thermodynamics	4

### Management Track (64-65)

Core Courses		49
BU 240	Business Law	3
BU 311	Principles of International Business	3
BU 450W	Social and Ethical Issues in Business And Economics	3
One of the following:		3
CS 376	Technology Management	
BU 376	Global Operation/Supply Chain Management	

One of the following:

3-4

EN 211	Statics
PS 373	Electronics

## Nuclear Track (67)

Core Courses		49
EN 211	Statics	3
EN 311	Mechanics of Materials	3
PS 361	Nuclear Physics	4
PS 363	Thermodynamics	4
PS 373	Electronics	4

*Note: Students may not receive two physics majors.*

## Dual Degree Pre-Engineering Transfer Program

Pre-engineering advisor: Richard Stevens

Whitworth's pre-engineering program is designed to give students the broad foundation of a liberal arts education, as well as technical training to be successful in a variety of engineering disciplines. Arrangements have been made with several top engineering schools to allow pre-engineering students to complete their first two or three years of coursework at Whitworth and the remainder of the five-year program at a partner engineering school. Partnership arrangements exist with Washington University (St. Louis), the University of Southern California, Washington State University, and Columbia University. Upon completing a customized Whitworth pre-engineering curriculum with at least a 3.25 GPA and a good record, students are assured enrollment in one of the partner engineering schools. Students report that the broad knowledge base and the critical-thinking, teamwork and communication skills acquired at Whitworth have enabled them to thrive in both engineering school and the professional environment. Recent graduates are working at successful engineering firms around the country. The following courses are required to qualify for our partner engineering schools, with additional courses available to prepare for specific engineering fields.

## Pre-Engineering Recommended Courses (41)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3
PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
MA 171	Calculus I	4
MA 172	Calculus II	4
MA 273	Calculus III	4
MA 281	Differential Equations	3
CH 161	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
CH 181	General Chemistry II	3
CS 171	Computer Science I	3
EN 110	Engineering Orientation	1
EL 110	Writing I	3

## Requirements for Physics Minor (21-24)

PS 151	General Physics I	3
PS 151L	General Physics I Lab	1
PS 153	General Physics II	3

PS 153L	General Physics II Lab	1
PS 251W	General Physics III	4
Three additional courses in physics (with no more than one of these at the 100-level)		9-12
Complete the following courses for Washington state endorsement in physics:		
MA 256	Elementary Probability and Statistics (3)	
MA 273	Calculus III (4)	
MA 281	Differential Equations (3)	
EDU 455	Science in Secondary School (2)	

All endorsements subject to change; see School of Education for updated requirements.

*Important note:*

*Completion of PS 151 and PS 153 with at least a 3.0 GPA is required for enrollment in all subsequent courses in the sequence. Students with a GPA between 2.5 and 3.0 in those two courses are eligible to file a petition with the chair of the Physics Department for a provisional exemption to enroll in further courses.*

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics

The science endorsement requires a major in biology, chemistry or physics plus additional courses. For a list of these additional courses, please see the biology or chemistry sections of the catalog.

## Engineering Courses

### EN 110 Engineering Orientation

1

Concerns of the engineering profession: its scope, challenges, opportunities, rewards and educational requirements. Includes guest lectures by professional engineers and tours of engineering facilities in the area. Fall semester.

### EN 125H Engineering in Society

3

Introduction to the principles of engineering design and their application in small-scale design projects, context of engineering vocation and the engineer's place in society, and foundations for collegiate success as an engineering student. Honors program offering, freshman only. Fall semester.

### EN 171 Engineering Graphics & Cad

3

An introduction to modern concepts, standards, and techniques for preparing technical drawings that provide effective communication between design engineers, analysts, and fabricators. Engineering graphics techniques including spatial visualization, two dimensional sketching, multiview orthographic projection, pictorial drawing, solid modeling, and working drawings will be accomplished using AutoCAD and Inventor computer aided design software. Spring semester.

### EN 211 Statics

3

Mathematical review, equilibrium of a particle, free-body diagrams, equilibrium of a rigid body, structural analysis, friction, center of gravity, moments of inertia. Spring semester.

### EN 291 Independent Study

1-4

### EN 311 Mechanics of Materials

3

Basic concepts of solid mechanics & mechanical behavior of materials, including stress-strain relationships, stress transformation, beam bending, elasticity, plasticity and fracture. Quantitative analysis of materials-limiting problems in engineering design. Prerequisite: EN 211. Fall semester, even years.

### EN 351 Dynamics

3

Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed as PS 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.



**EN 356 Mathematical Methods I** 2  
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include linear algebra, vector calculus, and complex analysis. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 273. Spring semester.

**EN 358 Mathematical Methods II** 2  
 Survey of various mathematical methods commonly used in physics and engineering. Topics covered will include ordinary differential equations, elliptic, parabolic and hyperbolic partial differential equations, and various analytical and numerical solution techniques for them. The emphasis will be not just on the mathematical theory, but also on the various applications of these methods. Prerequisite: MA 281. Fall semester.

**EN 390 Internship** 1-4

**EN 396 Topics in Engineering** 1-3

**EN 485 Engineering Design Project** 3  
 Introduction to methodologies, goals and challenges in engineering design. This is a hands-on course, with an emphasis on design of engineering systems for international development, and appropriate technology for developing communities. Also covers issues in communication, cost analysis, and ethics in engineering design. Prerequisites: EN 171 and either EN 211 or PS 373. Fall semester, odd years.

**EN 491 Independent Study** 1-4

## Geology Courses

**GL 131 Understanding Earth** 4  
 Structure of the earth and the forces of plate tectonics that build and move continents. Examination of the dynamic interactions between the lithosphere (crust), atmosphere, and hydrosphere. Laboratory included. Fall semester, even years.

**GL 131L Lab: Understanding Earth** 0

**GL 139 Environmental Geology** 4  
 Interactions of the human species with land, sea and air. Geologic hazards, earth resources, oceanography, meteorology. Laboratory included. Fall semester, odd years.

**GL 141 Introduction to Oceanography** 3  
 This course provides a broad introduction to the oft times mysterious oceanographic realm. Topics include: nature of the seafloor; seabed resources; chemical and physical properties of water; currents, waves and tides; coastlines; primary production and other "life in the water".

**GL 149 Science in Hawaii** 4  
 This science course fulfills the general education requirement and is taught on the "Big Island" of Hawaii. It is designed to provide a basic understanding of foundational earth science topics including: plate tectonics; earthquakes; volcanoes; coastlines; climates; renewable energy; and Earth's place in the Universe.

**GL 196 Topics in Geology** 1-3  
 Selected lower division topics in geology.

## Natural Science Courses

### NS 101 Earth and Sky

3

A broad study of earth science including geology and astronomy, oceans, the atmosphere and fundamental underlying physical concepts. Includes the nature and the origin of the solar system, the structure of the earth, and how earth processes operate and affect human life; for example: volcanoes, earthquakes, rivers, groundwater, glaciers, ocean processes, atmosphere and weather. For elementary education students. Fall and spring semesters.

## Physics Courses

### PS 101 Physics of Weapons

3

A science course specifically designed for non-majors, this course will examine the ties between science and the technology of weapons. Societal impacts of these weapons and Christian responses will be examined. The primary focus of the course will be on physics, and knowledge of high-school algebra and geometry is expected.

### PS 121 Concepts of Physics

3

A study of fundamental unifying ideas of physics and of how scientists learn about the physical world. Emphasis on the comprehension of concepts. For non-science majors. Jan Term.

### PS 127 Introduction to Space Flight

3

A study of the scientific concepts behind the development and practice of space flight. Other topics include the history of space flight, military applications, socio-political implications, crew training, commercial spinoffs of space exploration and the outlook for the future. For non-science majors. Prerequisite: MA 107 or MA 108. Periodic offering.

### PS 141 Introduction to Astronomy

4

Nature and origin of the solar system, starlight and star life, components and structure of a galaxy, the expanding universe and cosmology. Astronomical instruments are also discussed. Includes laboratory. Spring semester.

### PS 146 Physics in Current Events

3

Using current events as a starting point, we will discuss the physics behind these events and explore where it leads. Topics may include forces, energy, waves, sound, electricity and magnetism, heat, fluids, relativity, nuclear and particle physics, astronomy, and astrophysics. The selection will be based largely on current events in news media, such as newspapers, TV, radio, and the Internet. Students are encouraged to suggest topics of interest to them. Course includes a lab component. Fulfills the natural science requirement.

### PS 151 General Physics I

3

Basic principles of mechanics. Prerequisite: MA 171 or concurrent enrollment. Fall semester.

### PS 151L General Physics I Lab

1

Laboratory experiments in mechanics. Includes introduction to propagation of uncertainty. Prerequisite: PS 151 or concurrent enrollment.

### PS 153 General Physics II

3

Basic principles of thermodynamics, electricity and magnetism. Prerequisites: PS 151, also MA 172 or concurrent enrollment. Spring semester.

### PS 153L General Physics II Lab

1

Laboratory experiments in thermodynamics, electricity and magnetism. Prerequisites: PS 151L, also PS 153 or concurrent enrollment. Spring semester.

### PS 191 Independent Study

1-4

<b>PS 196 Topics in Physics</b>	<b>1-3</b>
Selected lower-division topics in physics. Periodic offering.	
<b>PS 241 Introduction to Biophysics</b>	<b>3</b>
This is a key course in the proposed bio physics major. The course will introduce major themes in the area of biophysics and will be the one course in the curriculum where the connections between physics and biology are the primary focus. Prerequisite: PS 153. Spring semester, odd years.	
<b>PS 251W General Physics III</b>	<b>4</b>
Continuation of PS 153. Basic principles of optics special relativity, and modern physics. Includes laboratory. Prerequisite: PS 153. Completion of this three-semester sequence is the normal pattern for entry into all upper-level physics courses.	
<b>PS 290 Internship</b>	<b>1-4</b>
<b>PS 291 Independent Study</b>	<b>1-4</b>
<b>PS 296 Physics Outreach</b>	<b>1</b>
Promotion of physics and engineering education through service-learning in the community. An example of this outreach is working with local middle school students to help design and construct experiments to be flown to the upper atmosphere with a high-altitude balloon. Instructor approval required.	
<b>PS 351 Dynamics</b>	<b>3</b>
Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Also listed with EN 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.	
<b>PS 353 Advanced Dynamics</b>	<b>4</b>
Continuation of PS 351. Numerical techniques in dynamics, velocity-dependent forces, oscillations (linear, nonlinear, and coupled), motion in a noninertial reference frame, and alternative formulations of mechanics (Lagrangian and Hamiltonian). Includes laboratory. Prerequisite: PS 351. Spring semester, even years.	
<b>PS 353L Advanced Dynamics Lab</b>	<b>0</b>
<b>PS 361 Nuclear Physics</b>	<b>4</b>
Nuclear structure, radioactivity, nuclear reaction interactions of nuclear radiations with matter. Includes Lab. Prerequisites: PS 251W. Fall semester, even years.	
<b>PS 361L Lab: Nuclear Physics</b>	<b>0</b>
<b>PS 363 Thermodynamics</b>	<b>4</b>
Statistical mechanics, kinetic theory, laws of thermodynamics and states of matter. Implications for engines and other applications in many areas of science. Includes laboratory. Prerequisites: PS 251W and MA 281. Spring semester, odd years.	
<b>PS 363L Lab: Thermodynamics</b>	<b>0</b>
<b>PS 371 Optics</b>	<b>4</b>
Nature of light, geometrical and physical optics, interference, quantum optics, optical instruments. Includes laboratory. Prerequisites: PS 251W and MA 281. Spring semester, even years.	

**PS 373 Electronics**

A "learn-by-doing" practical introduction to the fundamentals of electronic devices and circuits. Emphasis on modern instrumentation. Includes laboratory. Prerequisite: PS 153. Spring semester.

**PS 386 Readings****PS 390 Internship****PS 391 Independent Study****PS 395 Teaching Assistantship****PS 396 Topics in Physics**

Selected upper-division topics in physics. Periodic offering.

**PS 451 Electricity and Magnetism I**

Electric and magnetic fields, boundary value problems, steady and alternating currents, electrical instruments, and measurement techniques. Includes laboratory. Prerequisites: PS 153, PS 373 and MA 281. Fall semester, even years.

**PS 453 Electricity and Magnetism II**

Continuation of PS 451. Maxwell's equations, electromagnetic waves, advanced topics in electrical and magnetic phenomena. Includes laboratory. Prerequisite: PS 451. Spring semester, odd years.

**PS 455 Quantum Mechanics**

Principles of quantum mechanics, including Schrodinger's equation applied to the rigid rotor, the hydrogen atom and the harmonic oscillator. Includes laboratory. Prerequisites: PS 251W and MA 281. Fall semester, odd years.

**PS 471 Research in Physics**

Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor.

**PS 473 Experimental Physics**

Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor.

**PS 490 Internship****PS 491 Independent Study****PS 495 Teaching Assistantship**



The Whitworth Political Science Department strives to embody the university's education of mind and heart through excellent teaching, open and robust debate, active scholarship and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research and peacemaking, as well as for work in related fields, such as business or missions. The department is committed to providing students with the political knowledge and skills that will enable them to assume responsibility from the local level to the global community. Through the study of political theory and law, the analysis of a variety of political systems, internships and off-campus study, and rigorous research projects, faculty members challenge students to develop both the tools and the vision for understanding, nurturing and transforming the society in which they live. All of our courses are informed by a commitment to justice and reconciliation as articulated by the great political thinkers throughout history and, especially, as defined by the principles of the Christian faith.

The learning outcomes of this major prepare students in the following ways:

1. With regard to knowledge, political science students will do the following:
  - gain competency in the primary sub-fields of political science: American, comparative, international relations and theory/philosophy;
  - develop an understanding of citizenship in the local, national and global community;
  - understand the role of government and also the way nongovernmental actors (individuals, groups and institutions) can function in society to promote or undermine the common good.
  
1. With regard to skills, political science students will become proficient in quantitative and qualitative research and analysis, written communication (policy papers, legal positions, literature reviews, and research papers), and oral communication (the ability to speak and listen, skills essential for public discourse). Above all, students will learn to exercise their skills as responsible citizens and as leaders in government, the private sector, education, and the community of faith.
  
2. With regard to faith and values, political science students will learn civil and global responsibility, principled pluralism, and respect for the common good rather than self-interest. In addition, students will be able to articulate the philosophical or religious foundations of their political commitments, and they will be able to express those commitments in ways that are appropriate in a multicultural and multi-faith society and world.



## Requirements for a Cross-Cultural Studies Major, Political Science Emphasis, B.A. (51)

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	4
PO 498W	Senior Seminar	3

Courses of study in culture and language other than the student's own. (Courses should be in sociology, history, political science, literature or the arts, or in the established courses of Whitworth semester-abroad programs. Courses not on the following list may count for the major if approved by the cross-cultural studies advisor.)

### Fine Arts and Humanities 6

AR 114	Chinese Gardens and Temples
AR 267	Precolumbian Art and Architecture
AR 269	Modern Latin American Art
EL 251	Modern Global Literature
EL 453	Introduction to Linguistics
FR 431	Advanced Oral French Abroad
SN 406W	Latin American Short Story I
SN 407W	Latin American Short Story II
SN 409W	Survey of Spanish Literature I
SN 410W	Survey of Spanish Literature II
SN 431	Advanced Oral Spanish in Mexico

### Area Studies 9

HI 104	Political History of Beijing
HI 105	Cultural Odyssey of China
HI 127	Latin American Culture and Civilization
HI 304W	Political History of Beijing
HI 305W	Cultural Odyssey of China
HI 309	History of Vietnam War
HI 325	History of Latin America
HI 345	Cultural History of China and Japan
HI 346	Modern China and East Asia
HI 354	Colonialism and Globalization
HI 364	Medieval Russia: Mongols and Madmen
HI 377	The French Revolution
PO 140	African Life and Culture
PO/SO 307	Latin American Politics
PO 326	Peace and Conflict in Ireland
PO 328	Contemporary African Culture
PO 340	Contemporary Africa
PO 341	Contemporary South Africa
PO 346	Contemporary China and East Asia
PO 347	Globalization in Southeast Asia
PO/HI 366	Modern Russia and the Soviet Union
SO 238	Sociology of Middle-Eastern Society

### Selected interdisciplinary and special-emphasis courses 6

EC 425	Economic Development
PO 297	Nonviolent Defense and Conflict Resolution
PO 353	International Political Economy
PO 425W	International Development

PO 445	Revolution in History
SO 200	Introduction to Cultural Anthropology
TH 370	World Religions

One additional course chosen from any listed above.

3

Students pursuing a cross-cultural studies major must complete at least 10 of their 50 credits through a foreign-study experience.

Foreign Language

14

A four-course sequence in second- and third-year-level language courses. (Where language offerings are limited, students may complete the total credits in a combination of two languages, as approved by an advisor.)

## Requirements for an International Studies Major, Political Science Emphasis, B.A. (46)

EC 211	Principles of Macroeconomics	3
PO 102	American National Politics	3
PO 151	International Relations	3
PO 240	Comparative Politics	4
PO 498W	Senior Seminar	3

See math prerequisites for EC 211

Six semester credits of modern language

6

(at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish)

Four courses in regional studies (two-course sequence recommended):

12

HI 104	Political History of Beijing
HI 105	Cultural Odyssey of China
HI 127	Latin American Culture and Civilization
HI 304W	Political History of Beijing
HI 305W	Cultural Odyssey of China
HI 325	History of Latin America
HI 345	Cultural History of China and Japan
HI 346	Modern China and East Asia
HI/PO 366	Modern Russia and the Soviet Union
HI 377	The French Revolution
PO 140	African Life and Culture
PO 326	Peace and Conflict in Ireland
PO 328	Contemporary African Culture
PO 340	Contemporary Africa
PO 341	Contemporary South Africa
PO 346	Contemporary China and East Asia
PO 347	Globalization in Southeast Asia
SO 238	Sociology of Middle-Eastern Society
SO 307	Latin American Politics

Three courses in theory, general historical studies or political issues:

9

HI 354	Colonialism and Globalization
PO 205	U.S. Foreign Policy in Film
PO 209	History of Vietnam War
PO 297	Nonviolent Defense and Conflict Resolution
PO 309	History of Vietnam War
PO 334	Gender, Politics and Law
PO 445	Revolution in History
PO 353	International Political Economy

PO 423W	Marxism and the Socialist World	
PO 425W	International Development	
PO 463	American Foreign Policy	
One additional course from above		3
Students pursuing an international studies major must complete at least 3 of their 46 credits through a foreign study experience.		

## **Requirements for a Peace Studies Major, BA (46)**

Foundations for Peace Studies		13
PO 102	American National Politics	
PO 151	International Relations	
PO 240	Comparative Politics	
PO 297	Nonviolent Defense and Conflict Resolution	
Religious Ideals, Social Values and Peace		3
One of the following:		
TH/PH 221	Ethics	
TH 256, 356	Biblical Theme of Shalom	
National and Global Sources of Conflict, War, Revolution and Peace		6
Two of the following:		
EL 430	Holocaust Literature	
HI 231	World at War: 1900-1945	
HI 325	History of Latin America	
PO 209	History of Vietnam War	
PO 307	Latin American Politics	
PO 309	History of Vietnam War	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346	Contemporary China and East Asia	
PO 445	Revolution in History	
PO 463	American Foreign Policy	
SO 238	Sociology of Middle-Eastern Society	
Economics, Environmental and Social Sources of Conflict and Peace		6
Two of the following		
EC 245	Economics of Social Issues	
or EC 345	Economics of Social Issues	
EC 425	Economic Development	
PO 224	Conflict Mediation	
PO 275	Poverty and Community Development	
PO 318	Globalization, Ecology, Gender in Central America	
PO 345	Development Strategies in Central America	
PO 353	International Political Economy	
PO 425W	International Development	
SO 275	Population, Environment and Society	
SO 283	Deviance, Crime and Criminal Justice	
SO 305	Social Stratification: Power, Prestige And Wealth	
SO 365	Cities and Urban Life	
WGS 201	Intro Women's and Gender Studies	
Ideologies, Identities, Political Structures and Peace		6
Two of the following:		
HI 228	Identity, Race, and Power in American Life	

PO 140	African Life and Culture	
PO 223	Law and Society	
PO 326	Peace and Conflict in Ireland	
PO 334	Gender, Politics and Law	
PO 423W	Marxism and the Socialist World	
SO 220	Race and Ethnicity	
SP 223	Small Group Communication	
SP 398	Intercultural Communication	
TH 370	World Religions	

Peacemaking in Practice 3

One of the following:

PO 498W	Senior Seminar	
SO 425	Making Change: Social Intervention Strategies	

Two additional courses chosen from any listed above 6

Internship Required 3

PO 490	Internship	
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Note: Study abroad is strongly recommended.

## Requirements for a Political Science Major, B.A. (40)

PO 102 American National Politics 3

PO 151 International Relations 3

PO 240 Comparative Politics 4

PO 498W Senior Seminar 3

Three courses in American politics: 9

PO 205 U.S. Foreign Policy in Film

PO 209 History of Vietnam War

PO 223 Law and Society

PO 225 Politics, Media and Pop Culture

PO 242 American Political Parties

PO 275 Poverty and Community Development

PO 309 History of Vietnam War

PO 331 The American Presidency

PO 332 Modern Congress

PO 334 Gender, Politics and Law

PO 364W American Constitutional Law

PO 463 American Foreign Policy

Two courses in political theory: 6

PO 334 Gender, Politics and Law

PO 336 Social-Political Philosophy

PO 364W American Constitutional Law

PO 423W Marxism and the Socialist World

PO 433W Western Political Thought

PO 434W American Political Thought

Two courses in comparative and international politics: 6

PO 140 African Life and Culture

PO 205 U.S. Foreign Policy in Film

PO 209 History of Vietnam War

PO 304W Political History of Beijing

PO 305W Cultural Odyssey of China

PO 307 Latin American Politics

PO 309	History of Vietnam War
PO 326	Peace and Conflict in Ireland
PO 328	Contemporary African Culture
PO 340	Contemporary Africa
PO 341	Contemporary South Africa
PO 346	Contemporary China and East Asia
PO 347	Globalization in Southeast Asia
PO 353	International Political Economy
PO/HI 366	Modern Russia and the Soviet Union
PO 425W	International Development
PO 445	Revolution in History
PO 463	American Foreign Policy
PO 465	International Law

Two additional courses in political science

6

An internship is strongly recommended.

## Pre-Law Advising

Pre-law advisor: Julia Stronks

Whitworth's rigorous liberal arts education is ideal training for law school and the legal profession. Recent graduates have been accepted into law schools at Yale, Stanford, Duke, Harvard, University of Michigan, Cornell and University of Washington, and Whitworth alumni are working at some of the most successful law firms in Washington and around the United States. Pre-law students are welcome to select any liberal arts major, but they may find the most relevant law school preparation in programs offered through the departments of history, political science, literature, philosophy, economics, sociology, psychology, mathematics and science. Regardless of students' majors, Whitworth prepares its graduates to succeed in law school by equipping them with a broad knowledge base and strong analytic, critical-thinking and communication skills. In addition, the pre-law advisor actively assists students in developing an appropriate course plan and making arrangements for taking the Law School Admissions Test (LSAT) and applying for law school. While Whitworth does not have a designated pre-law curriculum, the following courses are recommended:

BU 240	Business Law	3
JMC 402	Mass Media Law	3
PH 201	Logic	3
PH 221	Ethics	3
PO 102	American National Politics	3
PO 223	Law and Society	3
PO 364W	American Constitutional Law	3

*Note: Study abroad is strongly recommended.*

## Requirements for a Minor in Community Engagement and Transformation (18)

TH 256, 356	Biblical Theme of Shalom	3
At least one of the following:		3

PO 275	Poverty and Community Development
PY 330	Psychology of Poverty and Social Class
SO 365	Cities and Urban Life

Approved engagement electives

12

See department for current electives meeting this criteria



## Requirements for a Minor in Peace Studies (15)

PO 297	Nonviolent Defense and Conflict Resolution	3
Four approved peace-studies courses		12

## Requirements for a Minor in Political Science (18)

PO 102	American National Politics	3
PO 151	International Relations	3
One course in American politics		3
One course in international politics		3
Two approved upper-division courses		6

## Courses

**PO 102 American National Politics** 3  
Overview of founding principles, political culture decision-making processes and institutions of American government.

**PO 104 Political History of Beijing** 3  
Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both political science and history.

**PO 105 Cultural Odyssey of China** 3  
Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both political science and history.

**PO 140 African Life and Culture** 3  
Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include media coverage of Africa, traditional and modernizing influences on African lives today, Africans as global citizens, health, gender, religion and rites of passage. Jan Term.

**PO 151 International Relations** 3  
This course is a balance between understanding the key issues in international relations and the perspectives that help explain those issues. Foreign policy behavior of major states, traditional and recent security issues, cause of war and conflicts, impact of independence.

**PO 191 Independent Study** 1-4

**PO 196 Topics in Political Science** 1-3  
Selected topics in political studies.

**PO 205 U.S. Foreign Policy in Film** 3  
An analysis of the history, processes and institutions involved in making U.S. foreign policy. The global response to U.S. foreign policy is also prominently featured. Case studies drawn from film where IR and Foreign Policy are emphasized. Periodic offering. Jan Term.

**PO 209 History of Vietnam War** 3  
The causes of America's involvement in the war in Vietnam, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of war. Periodic offering. Also listed as PO 309.

**PO 223 Law and Society**

3

The role of law in society. Participants in the legal system (lawyers, judges, police, juries), study of the structure of the judicial system, trial procedures. Periodic offering.

**PO 224 Conflict Mediation**

3

This course is designed to prepare students to practice mediation in relationships, personal interaction, and as a mediator assisting in conflict resolution. Emphasis will be placed on transformative mediation. Course objectives will target three student groups: a.) All students will acquire the knowledge of what conflict resolution is, the history of mediation, various styles and strategies, and basic skills for mediation. b.) Students with career interest in mediation will acquire sufficient knowledge, skills, and experience to gain basic competency, enabling them to identify themselves as mediators, and to function as such when requested by parties to assist in conflict resolution. c.) Students seeking certification as transformative mediators will complete either eight co-mediation sessions or 12 hours of co-mediation experience. After completion of PO 224, required co-mediation experience involving both self- and outside-evaluation, and a review process, students will be certified by Whitworth University as Transformative Mediators.

**PO 225 Politics, Media and Pop Culture**

3

Politics often occurs 'downstream' of culture in the United States; this course will examine the interplay between the two, giving special attention to contemporary forms of popular culture such as music, film, television, and literature.

**PO 240 Comparative Politics**

4

Different governmental styles and political life of selected European, Asian and Latin-American governments. Comparisons of government structures, functions and outcomes. The course will examine democratic, authoritarian, patron-client and revolutionary systems.

**PO 242 American Political Parties**

3

The role and functioning of parties in American politics and government. Interest groups, political action committees, campaigning and voting behavior are also examined. Students work in local campaigns.

**PO 247 Contemporary Korea**

3

Interpretation of recent events in North and South Korea. South Korea's transition from dictatorship to democracy and its growth into an economic powerhouse 6 two successes that many developing countries would like to emulate. The North Korean nuclear threat and negotiations to end it. The fragile detente between North and South Korea, and the controversial U.S. role in Korea. Fulfills the Global Perspectives requirement.

**PO 275 Poverty and Community Development**

3

Examines the changing tasks of cities and states in managing our societal future and the effectiveness of structures and policies. Highlights the politics of welfare and affirmative action.

**PO 280 Field Studies**

1-4

**PO 290 Internship**

1-4

**PO 291 Independent Study**

1-4

**PO 293 Great Decisions**

1

Participation in series of lectures and discussions on crucial foreign policy issues. Written responses to presentations. Spring semester.

**PO 297 Nonviolent Defense and Conflict Resolution**

3

Major themes in the history and politics of nonviolence. Just War theory, nuclear pacifism, alternatives to military force, interpersonal conflict resolution. Ideas of Jesus, Tolstoy, Gandhi, Niebuhr, M.L. King, Jr., Gene Sharp.

**PO 302 Legal Issues in Social & Behavioral Studies**

3

This course presents a brief historic overview of the American judicial system, and a comprehensive study of our contemporary legal processes and systems, with emphasis on issues and tensions between the legal system, societal norms, and individual interest.

**PO 304W Political History of Beijing**

3

Provides historical understanding of the political and social history of China's capital city, Beijing. Listed in both political science and history.

**PO 305W Cultural Odyssey of China**

3

Provides historical understanding of the cultural and religious history of China through its imperial and modern eras. Listed in both political science and history.

**PO 307 Latin American Politics**

3

Explores the wide range of problems facing Latin-American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Builds an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Fall semester.

**PO 309 History of Vietnam War**

3

Also listed as PO 209.

**PO 310 Research Methods in Political Science**

3

An introduction to the methods of research used by political scientists. Attention is given to survey research, polling, public opinion and data analysis. The course is highly recommended for students' interested graduate studies in social science, political science, policy studies, or foreign affairs. Prerequisites: PO 102 and PO 240.

**PO 312 South Africa Program Preparation**

1

**PO 315 Understanding Global Issues**

3

This course provides an opportunity to learn about and reflect upon current issues in today's world. Issues covered will include the concept of human rights, war and peace, economic development, ethnicity, diversity, and environmental degradation. Continuing studies only.

**PO 316 Ireland Preparation**

1

Preparation course for Peace and Conflict in Northern Ireland. Acceptance into PO 326 required.

**PO 318 Globalization, Ecology, Gender in Central America**

4

Examination of the interconnected aspects of globalization, gender and ecology in Central America, in the light of the conceptions of biblical and social justice. Prerequisites: SO 307. Every third spring semester in Central America.

**PO 320 American Political Process**

3

This course focuses on Western political theory and its intersection with public administration. Particular focus will be placed on issues related to social services. Required course for the social services major. Continuing studies only.

**PO 326 Peace and Conflict in Ireland**

3

Explores of the historical, political, and religious roots of "the Troubles" in Northern Ireland as well as examines the prospects for peace in the region. Explores the ways in which this divided society copes with the attendant political, economic and social problems of religion, peace and conflict. Prerequisite: selection by instructor; sophomore standing. Periodic Jan Term in Ireland.

**PO 327 Contemporary Europe**

3

Periodic offering.

**PO 328 Contemporary African Culture**

3

This course will provide historical and contemporary aspects of Tanzanian society. We will pay special attention to the political, theological, and communicative dimensions of Tanzania and East African life in general. Students will take part in a one credit fall semester preparation class. Also listed as SO 328 and TH 328.

**PO 331 The American Presidency**

3

Constitutional development of the office. Executive branch relations with Congress, the bureaucracy, the judiciary, the media and the public.

**PO 332 Modern Congress**

3

Evolution of Congress and its relationship to modern society, the bureaucracy and the executive. Special focus on the process of (and participants in) policy making.

**PO 334 Gender, Politics and Law**

3

Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family, and society.

**PO 336 Social-Political Philosophy**

3

An examination of the nature of justice and the extents of our social obligations. Considers both historical and contemporary sources, the latter including feminist and multicultural thinkers. Covers both theory and particular issues, like just war, economics and justice, rights to free expression, etc. Also listed as PH 336. Fall semester, even years.

**PO 340 Contemporary Africa**

3

Recent colonial and independence history of principal African countries. Traditional setting, cultural change, modern philosophies of political and economic development. Also listed as HI 340.

**PO 341 Contemporary South Africa**

3

Analysis of the history, politics and religion of this strife-torn region of the African continent. Emphasis on the stress and conflicts between Africans, the British and the Afrikaners in the early years and on recent attempts to dismantle the apartheid system. Also listed as HI 341 and SO 341. Periodic Jan Term in South Africa.

**PO 345 Development Strategies in Central America**

4

A service-learning and field development experience with agencies such as the Center for Christian Development, World Vision, Habitat for Humanity and other in Central America. Prerequisite: PO 307. Every third spring semester in Central America.

**PO 346 Contemporary China and East Asia**

3

Interpretation of recent events in China, Japan, Taiwan, and Korea, through the cultural, historic, economic and institutional aspects of these societies.

**PO 347 Globalization in Southeast Asia**

3

This course serves as a thematic overview of the political, social, cultural, and economic processes shaping Southeast Asia today. We investigate how Southeast Asia countries address and respond to the themes of democratization, liberalization and the environment.

**PO 348 Contemporary South Asia**

3

The major scholarly debates on South Asian countries, including: colonial legacies, nationalism and state formation, political institutions, socio cultural diversity, regional and linguistic politics, ethnic conflict, Hindu fundamentalism, communalism, and the politics of regional cooperation, development and security concerns.

**PO 353 International Political Economy**

3

Progress of people in organizing beyond national borders; prospects for a world community based on world law. Advanced study in international relations.

**PO 364W American Constitutional Law**

3

Examination of key Supreme Court decisions involving separation of powers, national regulation of the economy, church and state, civil rights and civil liberties. Prerequisite: PO 102.

**PO 365 British Isles Study Program**

3

Taught when a faculty member from the political science department is part of the study program to the British Isles.

**PO 366 Modern Russia and the Soviet Union**

3

Also listed as HI 366. Periodic offering.

**PO 371 Introduction to Public Administration**

3

An introduction to key elements in public administration. Organization theory, management of human resources, budgeting theories and evaluation of employees will be key topics. Periodic offering.

**PO 380 Field Studies**

1-4

**PO 386 Readings**

1-4

**PO 390 Internship**

1-4

**PO 391 Independent Study**

1-4

**PO 395 Teaching Assistantship**

1-4

**PO 396 Topics in Political Science**

1-3

Study of selected topics in political studies.

**PO 423W Marxism and the Socialist World**

3

Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PH 423W. Periodic offering.

**PO 425W International Development**

3

This course focuses on the challenges faced by poor countries located in the global south. It will include discussion of the political, cultural, social and economic factors that influence human development. We will practice applying major social science theories to specific, practical development problems. Attention will also be paid to the impact of globalization on the developing world. Regions discussed will include Latin America, Africa, Asia and eastern Europe.



<b>PO 433W Western Political Thought</b>	3
Liberalism and pluralism--completing voices in Western political thought--are examined and critiqued.	
<b>PO 434W American Political Thought</b>	3
Principal ideas influencing American political institutions and policies. Rights, theories, the influence of faith and the development of our law are considered.	
<b>PO 445 Revolution in History</b>	3
Theory and history of revolution in Western Civilization. The Great Rebellion in England and revolutions in American, France, Russia, and China. Contemporary revolutionary movements in Latin America, Africa and Asia. Also listed as HI 445. Periodic offering.	
<b>PO 463 American Foreign Policy</b>	3
Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues.	
<b>PO 465 International Law</b>	3
International law is a tough but interesting concept. Domestic law is positive law, which means that it is written down. Natural law is that which is written on our hearts. International law lives somewhere between the two. Part of it is written down; part of it is written on our hearts. You will make yourself crazy if you cannot allow yourself to live halfway between the concrete and the ephemeral for three months. We'll be looking at the law that binds nations. Sometimes nations are bound when they give their permission; sometimes they are bound in an absolute sense. But, there is no enforcement of this binding law. If there is no enforcement, why does it exist? Who obeys it? Who decides what it is? Is it real? These are the questions that connect all the units of the semester.	
<b>PO 480 Field Studies</b>	1-4
<b>PO 486 Readings</b>	1-4
<b>PO 490 Internship</b>	1-12
<b>PO 491 Independent Study</b>	1-4
<b>PO 495 Teaching Assistantship</b>	1-4
<b>PO 498W Senior Seminar</b>	3
In-depth research paper. Skills for graduate study and/or management positions in domestic and international affairs. Fall semester.	



The Whitworth University Psychology Department is committed to academic rigor and sensitive human service through the promotion of the scientific study of "mind and heart." As part of a Christian liberal arts institution, we seek to train and produce responsible, enlightened citizens who think critically and contribute actively to the field of psychology. Following a scientist-practitioner model, the curriculum is designed to develop both breadth and depth of knowledge in core areas of psychology. Students engage in research and practice that encompass foundational and advanced requirements and electives, culminating in dual senior capstone experiences. Students apply their learning as they design their own research projects, critically evaluate scientific information and other claims, and reflect on the integration of psychology with Christian faith and other worldview perspectives. They gain experience working in the community at a practicum placement of their choice and have the opportunity to travel to destinations that bring their classroom learning to life. We offer an enduring foundation in the investigation and understanding of human behavior, emotion, and mental processes in an atmosphere that nurtures just relationships with people of diverse backgrounds and offers mutual support and friendship among faculty and students.

The learning outcomes of this major prepare the student to do the following:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
3. Respect and use critical and creative thinking, skeptical inquiry, and when appropriate, methods of discovery to solve problems related to behavior and mental processes.
4. Understand and apply psychological principles to personal, social, and organizational issues.
5. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science. Engage both mind and heart in order to "honor God, follow Christ, and serve humanity," incorporating the tools that psychology has to offer in this endeavor.
6. Demonstrate information competence and the ability to use computers and other technology effectively for many purposes.
7. Communicate effectively in a variety of formats.
8. Recognize, understand, and respect the complexity of sociocultural diversity.
9. Develop insight into one's own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement.

10. Pursue realistic, yet creative, ideas about how to implement psychological, interdisciplinary, and personal knowledge, skills, and values in vocational pursuits in a variety of settings that meet personal goals and societal needs.

## Requirements for a Psychology Major, B.A. (45)

Introductory course		
PY 101	Introductory Psychology	3
Complete three content courses:		9
PY 210	Developmental Psychology	
PY 225	Cognitive Psychology	
or PY 325W	Cognitive Psychology	
PY 227	Personality and Individual Differences	
or PY 227W	Personality and Individual Differences	
PY 236	Biological Psychology	
PY 241	Social Psychology	
History, Philosophy, and Methodology Courses		
PY 302	Philosophical Issues in Study of Psychological Science *	3
or PY 350	Psychology and Christian Faith	
PY 351	Research Methods and Statistics I	3
PY 352	Research Methods and Statistics II	3
Senior Capstone Courses		
PY 401W	Senior Thesis	3
PY 402W	Senior Practicum	3
Complete two upper-division psychology courses		6
PY 311	Applied Developmental Psychology	
PY 330	Psychology of Poverty and Social Class	
PY 332	Poverty, Altruism, and Hope in Tanzania	
PY 340	Love, Altruism and Forgiveness	
PY 353	Psychological Assessment	
PY 357	Developmental Psychopathology	
PY 358	Psychopathology	
PY 359	Theories of Counseling	
PY 370	Sports Psychology	
Four additional upper- or lower-division psychology courses (other than Directed Studies)		12

\* Counts as upper-division elective if not utilized to fulfill the History, Philosophy, and Methodology requirement.

## Requirements for a Psychology Minor (15)

PY 101	Introductory Psychology	3
Four additional lower-division psychology courses		12

Courses

<b>PY 101 Introductory Psychology</b>	3
Use of scientific method of examining human behavior. How to deal objectively with questions about behavior. Topics include biological psychology, development, perception, states of consciousness, learning and memory, motivation and emotion, disorders and therapy, social psychology and human diversity. Fall and spring semesters. Periodically offered on-line during summer semester.	
<b>PY 191 Independent Study</b>	1-4
<b>PY 196 Topics in Psychology</b>	1-3
Selected lower-division topics in psychology. Periodic offering.	
<b>PY 200 Psychopathology and Film</b>	3
Introduction to social issues of psychopathology using film. Exploration of various symptoms, disorders, interpersonal dynamics, influences, treatments and legal and ethical issues. Prerequisite: PY 101. Jan Term, periodic offering.	
<b>PY 205 Belief in Weird Things</b>	3
Psychological research on belief in extraordinary, 'weird' phenomena, including, but not limited to, the paranormal, superstition, divination, projective tests of personality, alternative healing practices, and unconscious mind control and repression. Prerequisite: PY 101. Jan Term; periodic offering.	
<b>PY 206 Sleep and Dreams</b>	3
An exploration of sleeping and dreaming. Considers the scientific study of sleep along with both historical and cultural understandings of dreams. Jan Term; periodic offering.	
<b>PY 210 Developmental Psychology</b>	3
The biological, psychological and cultural influences on human behavioral development from conception through death. Fall and/or spring semester.	
<b>PY 223 Psychology of Women</b>	3
Introduction to theory and research about the psychology of women. Topics covered include the concepts of masculinity and femininity, theoretical perspectives on sex and gender, sex-role development in childhood and adolescence, gender differences and similarities, sexuality, reproduction, therapy, personal growth, gender and the media, and issues in the workplace. Periodic offering.	
<b>PY 225 Cognitive Psychology</b>	3
An examination of important concepts in Cognitive Psychology, including attention, memory, language, problem solving and decision making, and cognitive neuroscience. Special consideration will be placed on important experimental findings and the applications of cognitive principles in education, the legal system, counseling, marketing, and other fields. Prerequisite: PY 101. Fall or spring semester.	
<b>PY 227 Personality and Individual Differences</b>	3
This course explores historical and current perspectives on the nature of human personality, including personality development, assessment, and change. Other important dimensions along which humans can vary, such as gender, culture, intellectual ability, and genetic/biochemical composition, are also considered. Prerequisite: PY 101. Fall or spring semester.	

**PY 227W Personality and Individual Differences**

3

This course explores historical and current perspectives on the nature of human personality, including personality development, assessment, and change. Other important dimensions along which humans can vary, such as gender, culture, intellectual ability, and genetic/biochemical composition, are also considered. Writing intensive. Prerequisite: PY 101. Fall or spring semester.

**PY 232 Faith, Marriage and Parenting**

3

Examination of the practice of marriage and a variety of parenting practices including evaluation of them in the light of the Christian worldview. Consideration of the factors that make for successful marriages and parenting. Jan Term, periodic offering.

**PY 236 Biological Psychology**

3

An examination of the biological underpinnings of human thought, feeling and action. Considers neuronal and hormonal communication, along with behavioral genetics and evolutionary psychology. Fall or spring semester.

**PY 241 Social Psychology**

3

An attempt to understand how an individual's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Trends and findings of current research and its limitations. Prerequisite: PY 101. Fall or spring semester.

**PY 290 Internship**

1-4

**PY 291 Independent Study**

1-4

**PY 302 Philosophical Issues in Study of Psychological Science**

3

An attempt to understand how historical figures, classical theories of human nature and events familiar to and distant from other scientific disciplines have molded the development of psychology. Prerequisite: PY 101. Fall semester.

**PY 311 Applied Developmental Psychology**

3

Integrates research in applied developmental psychology with issues related to programs and politics for younger children and older adults. Through classroom instruction and university-community partnerships students learn to apply research to real world problems and come to appreciate the bidirectional relationship between research and practice. Prerequisite: PY 210.

**PY 325W Cognitive Psychology**

3

An examination of important concepts in Cognitive Psychology, including attention, memory, language, problem solving and decision making, and cognitive neuroscience. Special consideration will be placed on important experimental findings and the applications of cognitive principles in education, the legal system, counseling, marketing, and other fields. Prerequisite: PY 101. Fall or spring semester.

**PY 330 Psychology of Poverty and Social Class**

3

Examines how social class affects cognitive, emotional, and social development; how the more affluent make attributions of behavior and circumstances of the poor; and how these attributions affect helping behavior and psychological outcomes. Prerequisite: PY 101. Sophomore level and above. Alternate fall semester.

**PY 331 Poverty, Altruism, and Hope in Tanzania Prep Course**

2

Serves as preparation for the Psychology in Tanzania course. Topics include the history and culture of East Africa; altruism and its effect on the psychology of those served; and mastery of beginning Swahili. Prerequisite: PY 101. Alternate fall semester.



- PY 332 Poverty, Altruism, and Hope in Tanzania** 3  
Examines global poverty and its effect on human psychology via immersion in a small town in Tanzania, one of the poorest nations in the world. Service-learning provides reflection on appropriate acts of altruism. Prerequisites: PY 101, PY 330, PY 331, and selection by instructor. Alternate Jan Term.
- PY 340 Love, Altruism and Forgiveness** 3  
An examination of why people experience love and behave altruistically. Topics include the emotions of love and hate, empathy, forgiveness, hope, and courage; social categorization; and self-other relationships. Prerequisite: PY 101. Jan Term, periodic offering.
- PY 350 Psychology and Christian Faith** 3  
Explores the integration of psychological research and Christian faith. Examines potential tensions and resolutions in integrating psychological and Christian approaches to understanding development, maturity, conversion, and counseling. Prerequisite: three courses in psychology, including PY 101. Spring semester.
- PY 351 Research Methods and Statistics I** 3  
Introduction to the process of research and the basic principles of statistics. Focus on data collection and analysis. Prerequisite: PY 101. Fall and spring semesters.
- PY 352 Research Methods and Statistics II** 3  
Introduction to the processes of research and the basic practice of statistics. Continues the introduction with focus on probability, inference and reporting results. Prerequisites: PY 101 and PY 351. Fall and spring semesters.
- PY 353 Psychological Assessment** 3  
Provides a survey of fundamental goals and principles of psychological assessment in both theoretical and applied contexts, including identifying the primary constructs assessed by psychologists. Students will explore theories, techniques, applications, and limitations of assessments and sample commonly used psychological screenings/tests. Includes overview of psychometric principles: test reliability/validity, and consideration of ethical and professional issues. Prerequisites: PY 101 and PY 227. Recommended: PY 351 and/or PY 352. Periodic offering.
- PY 357 Developmental Psychopathology** 3  
Explore the developmental psychopathology perspective and how it is used to understand selected disorders of childhood. Review of the description, assessment, epidemiology, etiology, and treatment of commonly diagnosed behavioral and emotional disorders in childhood. Periodic offering.
- PY 358 Psychopathology** 3  
Study of behavior categorized as mental illness or mental disorder. Introduction to the DSM-IV and treatment. Pertinent issues in genetic and neurochemical factors, family interactions, and other social relationships examined. Prerequisites: PY 101 and PY 227. Fall semester.
- PY 359 Theories of Counseling** 3  
Introduction to the field of counseling, including major theoretical orientations, both historical and recent: psychoanalytic, behavioral, humanistic/existential. Prerequisites: PY 101 and PY 227 (PY 358 recommended). Fall or spring semester.
- PY 370 Sports Psychology** 3  
Exploration of the many facets of sports psychology from both a theoretical and practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term.

<b>PY 390 Internship</b>	1-4
<b>PY 391 Independent Study</b>	1-4
<b>PY 394 Research Assistantship</b>	1-3
<b>PY 395 Teaching Assistantship</b>	1-4
<b>PY 396 Topics in Psychology</b>	1-3
Selected upper-division topics in psychology. Periodic offering.	
<b>PY 401W Senior Thesis</b>	3
Final learning/evaluation situation for psychology majors. Design and carry out independent research project. Seminar format. Prerequisites: PY 101, PY 351 and PY 352. Fall semester.	
<b>PY 402W Senior Practicum</b>	3
Placement in community agency or organization. Applications of psychological concepts and analysis of individual experiences in a seminar format. Prerequisite: Senior psychology major. By instructor permission only. Spring semester.	
<b>PY 475 Research Colloquium</b>	1-3
Gain firsthand experience of the process of researching, critiquing, and writing in a collaborative small-group format under the guidance of a psychology faculty member and their research. Prerequisite: PY 101 and senior psychology major. Selection by instructor. Fall and spring semester.	
<b>PY 486 Readings</b>	1-4
<b>PY 490 Internship</b>	1-4
<b>PY 491 Independent Study</b>	1-4
<b>PY 495 Teaching Assistantship</b>	1-4
<b>PY 499 Advanced Senior Research</b>	1
Students will refine their original senior research project for publication in a professional journal or presentation at a regional or national professional conference. Prerequisite: PY 401W and approval of a faculty sponsor. Spring semester.	



The Whitworth Sociology Department's mission is to prepare students with the skills to describe, explain, interpret and make a difference in social life. The department equips students to promote well-being in the arenas of social life around them and encourages students to explore the relationships between sociology and faith. To these ends, students are expected to master the substantive content of sociology and its methods of research and data analysis, to develop an ideal vision of social life as informed by sociology and their deepest convictions, and to be prepared to advance that vision through a career and social engagement. The faculty is committed to providing excellence in teaching, scholarship and mentoring, and to modeling community engagement through research, writing, consultation and service. In addition, the faculty help foster a stimulating and supportive learning community and offer perspectives on social life and social issues from a variety of value frameworks and Christian traditions.

The learning outcomes of this major prepare students to do the following:

- Demonstrate an understanding and appreciation of humans as social and cultural beings and the implications of that for responsible participation in social life.
- Demonstrate a mastery of the content of sociology in terms of the following:
  - understanding the theoretical and conceptual core of sociology and one of the three specialized tracks within the major;
  - understanding the breadth of human social experience across cultures, race, class, gender and social contexts;
  - understanding the nature of social problems and showing an ability to propose effective ways to treat harmed persons and make preventive structural changes in light of a vision of social well-being;
  - having a critical appreciation of sociology, its promise and limitations, and its connections with broader conversations about the human story.
- Demonstrate skills in the following:
  - conducting and assessing social research, computing, and data analysis;
  - accessing and using reliable sources of sociological data and analysis;
  - evaluating the adequacy of ideas, assumptions and data about social life that they encounter within and outside of sociology;
  - oral, written and presentational communication.
- Be able to understand, respect, communicate and work with people different from themselves.
- Work to clarify their faith commitments, values and deepest convictions, and relate them in meaningful ways to sociology, to social issues, and to the way they conduct their lives.

- Be prepared for engagement with the world by doing the following:
  - identifying a career of service and social action that expresses who they are and that makes a difference in the world;
  - being able to act as responsible participants in social life, attentive to the social life around them and prepared to promote social well-being among their neighbors here and across the globe.

## Requirements for a Major in Sociology, B.A. (42)

### All tracks require the following core courses: (15)

SO 120	Introduction to Sociology	3
SO 320W	The Sociological Tradition: Theories in Context	3
SO 337	Social Research	3
SO 338	Statistical Analysis in Sociology	3
SO 478	Contemporary Sociology: Perspectives and Practice	3

### Track I: Social and Cultural Analysis (42)

Core courses		15
Six credits in analysis of social institutions and communities:		6
SO 220	Race and Ethnicity	
SO 243	Marriage, Sex and Gender	
SO 271	Introduction to Social Welfare	
SO 311	Families and Society	
SO 365	Cities and Urban Life	
SO 430	Sports and Society	
Six credits in analysis of social processes:		6
SO 275	Population, Environment and Society	
SO 283	Deviance, Crime and Criminal Justice	
SO 305	Social Stratification: Power, Prestige And Wealth	
SO 370	Delinquency and Juvenile Justice	
SO 425	Making Change: Social Intervention Strategies	
Six credits in cross-cultural analysis:		6
Participation in a cross-cultural learning program is strongly recommended, including such choices as:		
Central America Study Program (12 credits)		
SO 324	Peoples and Cultures of the Holy Land: Past and Present	
PO 341	Contemporary South Africa	
Other department-approved experiences in cross-cultural learning		
SO 200	Introduction to Cultural Anthropology	
SO 238	Sociology of Middle-Eastern Society	
SO 307	Latin American Politics	
Nine approved sociology credits		9

### Track II: Social Service and Community Action (42)

Core courses		15
SO 271	Introduction to Social Welfare	3
SO 368	The Helping Process in Social Services	3
SO 425	Making Change: Social Intervention Strategies	3
SO 475	Sociology Practicum	3

SO 220	Race and Ethnicity
SO 243	Marriage, Sex and Gender
SO 283	Deviance, Crime and Criminal Justice
SO 305	Social Stratification: Power, Prestige And Wealth
SO 311	Families and Society
SO 365	Cities and Urban Life
SO 370	Delinquency and Juvenile Justice

Three approved sociology credits 3

### Track III: Criminal Justice (42)

Core courses		15
SO 220	Race and Ethnicity	3
PO 223	Law and Society	3
SO 283	Deviance, Crime and Criminal Justice	3
SO 370	Delinquency and Juvenile Justice	3
SO 475	Sociology Practicum	3

Nine credits from the following: 9

SO 271	Introduction to Social Welfare
SO 305	Social Stratification: Power, Prestige And Wealth
SO 311	Families and Society
SO 365	Cities and Urban Life
SO 368	The Helping Process in Social Services
SO 425	Making Change: Social Intervention Strategies

Three approved sociology credits 3

*Note: One writing-intensive course is required.*

### Requirements for a Minor in Sociology (15)

SO 120	Introduction to Sociology	3
Four additional courses in sociology chosen in consultation with a sociology advisor		12

### Courses

**SO 120 Introduction to Sociology** 3

Examination of the concepts, methods and findings sociologists use to understand social life in the U.S. and other cultures. Analysis of social groups and processes, from families and cities to crime, social change, and inequalities of gender, race and class. Exploration of social problems and how to make a difference. Fall and spring semesters.

**SO 191 Independent Study** 1-4

**SO 196 Topics in Sociology** 1-3

Selected lower-division topics in sociology. Periodic offering.



## **SO 200 Introduction to Cultural Anthropology**

3

This course has two basic objectives: to develop a framework for understanding other cultures and to learn skills to communicate that understanding. Through a systematic investigation of the nature of culture and a comparative study of cultures and peoples known to humankind at the present time, it is expected that we can better understand ourselves and the social world around us. Fall semester and Jan Term.

## **SO 220 Race and Ethnicity**

3

Examines racial and ethnic relations around the world, with emphasis on the United States. Students explore race as a social construct and its intersections with class, gender and immigrant status. Emphasis is put on racism within social institutions along with analysis of beliefs and privilege at the individual level. Prerequisite: SO 120.

## **SO 222 U.S. Civil Rights Movements**

3

This course explores social movements by focusing on a single case the US Civil Rights Movement. The course looks at the history of the civil rights movements as a vehicle to explore the dynamics of social movements. Prerequisites: SO 120. Jan term.

## **SO 225 Aging and Society**

3

**Sociology** Examine biopsychosocial and spiritual perspectives of aging of the individual in conjunction with historical, cultural, political and economic issues of aging. Interact with older adults as guides to theoretical perspectives. Spring semester 2012.

## **SO 230 Sociology of Education**

3

This course explores the relationship between education and society: why some students advance further than others; what shapes the organization of schools; how race, class, and gender interact with education; and educational reform. Prerequisite: SO 120. Spring semester.

## **SO 238 Sociology of Middle-Eastern Society**

3

An overview of geography, history, demographic characteristics, social stratification, political behavior, socio-religious institutions, revolutionary change, problems of diversity, complementarity and integration in the people and cultures of the Middle East, including the Palestinian-Israeli conflict; the gulf crisis and its aftermath; the Middle East and international inequality; and prospects for peace and the future. Spring semester.

## **SO 243 Marriage, Sex and Gender**

3

Examination of marriage and intimate relationships in the U.S. today. Sociological research and value perspectives are used to understand such issues as mate selection, cohabitation, careers and marriage, power, communication and conflict, diverse marriage styles, divorce and remarriage. Major emphasis given to the nature and dynamics of sexuality and gender in intimate relationships. Faith perspectives on marriage, sex, and gender are explored. Jan Term.

## **SO 244 I Corinthians**

3

Explore the past and present impact of Paul's letter. Examine relations between the groups Paul addressed: rich and poor, young and old, male and female, Jew and Greek, single and married, intellectual and simple, slave and master. An understanding of the context of both beloved and controversial scriptures brings Paul's words to life, gives us a basis for understanding people different from ourselves, and provides a model for interpreting the epistle literature of the New Testament.

## **SO 271 Introduction to Social Welfare**

3

Examine the theory and practice of social welfare in social and historical context. Develop an understanding of the variety of at-risk populations served by public and private agencies and look at the ways in which we attempt to provide for their welfare. Thoughtfully consider social welfare in light of Christian faith. Prerequisite: SO 120. Fall semester.

- SO 275 Population, Environment and Society** 3  
Exploration of the ways population and environmental characteristics influence and are influenced by social and cultural life. Students gain skill in analyzing population structure and dynamics using demographic data sources. Population and environmental problems and alternatives for change will be examined in light of sociological and faith perspectives. Prerequisite: SO 120.
- SO 283 Deviance, Crime and Criminal Justice** 3  
Analysis of crime and deviance and the efforts to control them. Focus on the nature, causes and consequences of crime and deviance, from such things as drug and alcohol abuse to interpersonal violence and corporate crime. An assessment of the criminal justice system, including police, courts and corrections, and examination of alternative approaches. Faith perspectives on deviance, crime and criminal justice are explored. Field observations required. Prerequisite: SO 120. Spring semester.
- SO 290 Internship** 1-4
- SO 291 Independent Study** 1-4
- SO 302 Central America Briefing** 1  
Weekly orientation prior to leaving for Central America taught by the entire faculty of the study/service tour. A weekend retreat is a required part of this experience.
- SO 305 Social Stratification: Power, Prestige And Wealth** 3  
Analysis of cultural and social structural processes that bring about social inequality and stratification. Examination of life chances and lifestyles of the privileged and underprivileged and exploration of the relationship between public policy and the situation of the rich and poor. Prerequisite: SO 120. Spring semester.
- SO 307 Latin American Politics** 3  
Explore the wide range of problems facing Latin American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Build an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Fall semester.
- SO 310 Interpretations of Modern Society** 3  
Interpretations of modern American society and culture are examined in this seminar, with particular focus on issues of individualism and community. What is the good society? How does our society compare to that ideal? This is an effort to understand and evaluate modernity and to develop personal visions of the good society as a basis for responsible action. Prerequisite: SO 120. Periodic Jan term offering.
- SO 311 Families and Society** 3  
Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; primary emphasis is upon the changing shape and character of American families today. Impact of class, race and values on family life is explored. Special focus is on parent-child relations and the problems of children in American families. Prerequisite: SO 120. Fall semester.
- SO 311W Families and Society** 3  
See SO 311.
- SO 312 South Africa Program Preparation** 1  
Study of the key issues facing contemporary South Africa, including the perspectives of different racial, political, social, religious and economic groups. Taken in preparation for SO 341. Fall semester.

**SO 318 Globalization, Ecology, Gender in Central America**

4

Examination of the interconnected aspects of globalization, gender and ecology in Central America, in the light of the conceptions of biblical and social justice. Prerequisite: SO 307. Every third spring semester in Central America.

**SO 320W The Sociological Tradition: Theories in Context**

3

An examination of the emergence of sociology and sociological thought focusing on the men and women who developed sociology and how their questions and perspectives were shaped by philosophical and social contexts. The course will assess the sociological tradition, explore how it helps us understand contemporary society, and relate it to faith perspectives. Prerequisite: SO 120. Fall semester.

**SO 324 Peoples and Cultures of the Holy Land: Past and Present**

3

Explore the significance of the Holy Land for Jews, Christians, and Muslims throughout the ages. Special emphasis is on 20th-century Palestinian-Israeli strife and the current peace efforts. Students will experience Jewish, Arab Christian and Arab Muslim cultures in their natural settings. Jan Term.

**Sociology**

**SO 325 Sociology of Death and Dying**

3

Looks at death due to both disease process and trauma. Elements of study will include various care giving options; emotional aspects associated with lengthy dying process v. traumatic death; as well as loss and grief; cultural influences regarding care/treatment; religious/spiritual influences; legal and business issues.

**SO 328 Contemporary African Culture**

3

The course will provide historical and contemporary aspects of Tanzanian society. We will pay special attention to the political, theological, and communicative dimensions of Tanzania and East African life in general. Students will take part in a one credit fall preparation class. Also listed as PO 328 and TH 328.

**SO 337 Social Research**

3

Designing, conducting and interpreting research in an essential skill required of many modern occupations. In this class in organized curiosity, students receive experience in social research by participating in the design and implementation of a class research project. Valuable skills in problem formulation, research design, measurement, questionnaire construction, interviewing, data collection and analysis will be gained as the student encounters these issues in our class research project. Prerequisite: SO 120 and two other sociology courses. Fall semester.

**SO 338 Statistical Analysis in Sociology**

3

Learn how to use the computer to do statistical analysis. Become familiar with some basic statistical procedures and develop skills ranging from simple tasks of data entry, data management, data transformation, defining data files and file editing to more complex tasks of univariate, bivariate and multivariate statistical data analysis. Hands-on experience using SPSS software. Prerequisite: SO 120. Spring semester.

**SO 341 Contemporary South Africa**

3

Also listed as HI 341 and PO 341.

**SO 343 Sociology of Religion**

3

How can one make sense of religion? A variety of theoretical and methodological "ways of looking" will be used in an attempt to understand religious behavior. Religion will be explored both as it is affected by its social context and as it affects society. Sociology has been seen as both serious threat to cherished religion and a valuable tool for ministry. Both tensions and conversations between Christianity and sociology will be examined. Periodic offering.

<b>SO 345 Development Strategies in Central America</b>	4
A service-learning and field development experience with agencies such as the Center for Christian Development, World Vision, Habitat for Humanity and other in Central America. Prerequisite: SO/PO 307. Every third spring semester in Central America.	
<b>SO 346 Exploring Central America: Methodology and Comparative Sociology</b>	4
Sociological methods and concepts will be used in a comparative study of Central-American and U.S. society and culture. Ethnography will be a beginning place for developing cross-cultural understanding. The field setting will make it possible for tentative explanations of behavior to be tested, modified and discarded on a daily basis. Openness to a wide variety of points of view and to contradictory data will require the development of critical-thinking skills. Prerequisite: SO 307. Every third semester in Central America.	
<b>SO 362 Developmental and Institutional Structures of Central America</b>	3
Work experience with agencies such as Habitat for Humanity and exposure to a wide variety of underdeveloped communities will provide a basis for examining Central-American development. We will explore the impact on development of institutions such as religion, politics, economic institutions, education, the arts, and leisure as well as public and private agencies, and foreign aid. Examine the impact of development on the individual, the family, the community, the municipality, the nation and the region. Prerequisite: SO 307. Every third semester in Central America.	
<b>SO 365 Cities and Urban Life</b>	3
Develop skills for understanding today's urban world. Explore the development of the city, patterns of urban settlement, the influence of urban environment upon group life and individual personality, the pathology and possibilities of urban life, and social aspects of urban planning. Examine the situation of the "truly disadvantaged" and learn how to explore an urban subculture. The real city as a learning laboratory: literature, games, guests, movies, field trips, class TV studies and field projects.	
<b>SO 368 The Helping Process in Social Services</b>	3
Learn to use core concepts, values, and skills for helping people in social-service settings. Become familiar with interviewing, assessing and behaving professionally in these settings. A Christian view of the helping process will be integrated with the skills and knowledge base.	
<b>SO 370 Delinquency and Juvenile Justice</b>	3
The class will review prominent theories on delinquency causation and will use these theories to understand case examples of people who exhibit delinquent behavior. A firsthand introduction to the components, agencies, programs and trends in the juvenile-justice system will move from theory to more pragmatic concerns. Prerequisite: SO 120.	
<b>SO 377 Sects and Violence</b>	3
This course investigates the organizational dynamics of new religious movements: seeking to understand why/ how they proliferate, and exploring processes of recruitment. We will also examine conflicts of these movements with churches, anti-cult organizations, and the state. Prerequisite: SO 120.	
<b>SO 386 Readings</b>	1-4
<b>SO 390 Internship</b>	1-4
<b>SO 391 Independent Study</b>	1-4
<b>SO 395 Teaching Assistantship</b>	1-4

**SO 396 Topics in Sociology**

1-3

Selected upper-division topics in sociology. Periodic offering.

**SO 425 Making Change: Social Intervention Strategies**

3

Learn to use a 'sociological imagination' to explore the relationship between personal troubles and public issues while examining a variety of social problems. Examine steps, strategies, approaches and skills used to make change while developing an understanding of neighborhoods, communities and organizations. Experience change firsthand and apply course material by participating in a service learning project outside the classroom. Prerequisite: SO 120 and SO 337. Spring semester.

**SO 430 Sports and Society**

3

Interrelationships of sports with other aspects of culture. Role of sports in American society. Prerequisite: SO 120. Also listed as KIN 430. Spring semester.

**SO 475 Sociology Practicum**

3

Through placement in a social agency, students apply their sociological understandings and develop new questions and insights to enrich their sociology. Interns meet in a cluster-group seminar to learn together and process their experiences. Junior or senior sociology major. Spring semester.

**SO 478 Contemporary Sociology: Perspectives and Practice**

3

A capstone course for senior sociology majors. Contemporary sociological perspectives are examined, from neo-Marxist to postmodern sociologies. Diverse forms of sociological practice are explored with emphasis upon how sociologists connect their personal commitments with sociological practice. Students clarify how they will "live their sociology." Prerequisite: SO 320W. Spring semester.

**SO 480 Field Studies**

1-4

**SO 486 Readings**

1-4

**SO 490 Internship**

1-12

**SO 491 Independent Study**

1-4

**SO 495 Teaching Assistantship**

1-4



# Theatre

Whitworth Theatre and Dance is dedicated to cultivating artistic integrity in its students and its program as we explore the many aspects of theatre in an environment that challenges our students to integrate their faith with their art within and beyond the Whitworth University community.



Students in the theatre and dance program address two primary questions:

- What does it mean to be a Christian in theatre? (Or what does it mean to be a theatre artist?)
- What is Christian theatre? (Or what is the function of theatre?)

## Departmental Goals and Objectives

By the end of the sophomore year, the student will be able to do the following:

- Analyze a dramatic script from the perspective of the actor.
- Employ a variety of rehearsal techniques.
- Prepare an audition.
- Create both individual and group performances from a variety of texts.
- Articulate basic theoretical and ethical performance issues.
- Construct basic stock units for a set.
- Employ proper vocal techniques for performance (acting track).
- Employ proper movement techniques for performance (acting track).

By graduation, the student will be able to do the following:

- Define "Christian theatre" and explain what it means to be a Christian in theatre from a personal point of view (or, if the student is not a Christian, s/he is asked to define "theatre" and what it means to be in theatre given her/his worldview).
- Execute the four fundamentals of play directing: play analysis, communication with actors, design and production, interpretation and style.
- Identify important practices, playwrights, and plays in the history of theatre and articulate the relationship between theatre and the culture within which it exists.
- Construct a theoretical argument using historical information.
- Create and present a project demonstrating expertise in a chosen area: performance, directing, theatre in education or community engagement, design or research.

- Develop and demonstrate a standard audition packet as defined by URTA (acting track) or a portfolio (production track).

## Requirements for a Theatre Major, B.A. (38-40)

### All tracks require the following core courses: (25)

Take 2 credits from the following:		2
TA 145	Theatre Production	
TA 245	Theatre Production	
TA 345	Theatre Production	
TA 445	Theatre Production	
TA 231	Performance Theory and Practice	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting I	3
TA 275	Stagecraft I	3
TA 361	Fundamentals of Directing	3
TA 476W	History of Theatre I	3
TA 477W	History of Theatre II	3
TA 498	Senior Project	3

All students enter the major in the general track and remain in the track unless they apply for admission into one of the other tracks. Only students who have specific post-graduate education and/or career goals in another track should apply into that track. Admission into track II, III, or IV carries with it the expectation of significant contributions to the department in those areas. Admission is limited to two tracks.

### Track I: General (38-40)

Required core courses		25
TA 278	Scenography I	3
Two courses from the following:		4-6
TA 100	Introduction to Theatre	
TA 215	Acting for the Camera	
TA 276	Improvisational Acting	
TA 301	The Actor's Experience: New York City	
TA 314	Church Drama	
TA 348	Performing the Self	
EL 247	Shakespeare	
EL 316	American Drama Since 1900	
Six additional credits in theatre		6

### Track II: Acting (40)

Required core courses		25
TA 276	Improvisational Acting	3
TA 279	Voice for the Performer	2
TA 342	Principles of Movement	2
TA 473	Acting II	3
Five additional credits in theatre		5

### Track III: Community-Based Theatre (40)

Required core courses	25
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TA 116	Theatre in Community	3
TA 348	Performing the Self	3
TA 316	Community-Based Theatre	3
AR/TA 435	Arts Administration	3
Three additional advisor-approved credits in community engagement courses		3

## Track IV: Production (40)

Required core courses		25
TA 278	Scenography I	3
TA 375	Stagecraft II	3
TA 478	Scenography II	3
One of the following Art History courses:		3
AR 260, 360	History of Ancient Art	
AR 261, 361	History of Renaissance and Baroque Art	
AR 263, 363	History of Modern Art	
AR 264, 364	History of Medieval Art	
One of the following Art Studio courses		3
AR 101	Drawing I	
AR 120	2-D Design	
AR 124	Introduction to Photoshop	
AR 210	Painting I	
AR 355	Sculpture I	

## Requirements for a Theatre Minor (21)

(meets current endorsement requirements)

All endorsements subject to change; see School of Education for updated requirements.

TA 100	Introduction to Theatre	3
TA 231	Performance Theory and Practice	3
TA 270	Stage Makeup & Costume Construction	2
TA 273	Acting I	3
TA 275	Stagecraft I	3
TA 361	Fundamentals of Directing	3
Required for teaching endorsement only		
TA 344	Theatre Across the Curriculum	1
Three additional advisor approved credits		3

## Requirements for a Theatre-Dance Minor (20)

TA/PE 137	Modern Dance I	1
TA/PE 143	Ballet I	1
TA/PE 183	Jazz Dance I	1
TA 337	Modern Dance II	2
TA 342	Principles of Movement	2
TA 343	Ballet II	2
TA 383	Jazz Dance II	2
One of the following:		2
TA 381	Dance History & Choreography	
TA 384	Ministry and Choreography	
One of the following:		3

TA 231	Performance Theory and Practice	
TA 348	Performing the Self	
Four additional advisor approved dance credits.		4

## Fine Arts Courses

### FA 101 Introduction to the Fine Arts

3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Fall and spring semesters.

### FA 300 British Culture through the Arts

3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.

### FA 301 Power and Politics of Art: Italy/ Germany

3

Exploration of the arts (primarily visual arts and music) in Rome, Florence, and Berlin, with emphasis on the arts in relation to history, culture, and political systems. Offered Jan Term, odd years.

### FA 305 Christianity and the Arts in Italy

3

This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present.

### FA 365 Fine Arts Culture in Britain

3

Taught when a faculty member from the Whitworth Theatre, Music or Art Department is part of the study program to the British Isles.

## Theatre

## Theatre Courses

### TA 100 Introduction to Theatre

3

An introduction to theatre history, literature, criticism, and the practicalities of creating theatre, with particular emphasis upon its cultural and social influences on society.

### TA 116 Theatre in Community

3

An introduction to theatre in a community context. Includes study of at-risk student populations, urban poverty, and playwriting as a tool for social change. Practical application of skills and knowledge in Spokane public school. Jan Term, even years. Meets American diversity requirement.

### TA 130 Private Lessons

1-2

Individual instruction arranged with members of the theatre faculty. All theatre majors must enroll for private lessons concurrently with TA 494, Senior Project. Arrangements by non-majors must be made with the department before registering for private lessons. Fee. Fall and spring semesters.

### TA 137 Modern Dance I

1

Analysis and theory of modern dance with an emphasis on basic technique and movement exploration. Includes a study of the evolution of modern dance and its past and present pioneers. May be repeated. Fall semester.

<b>TA 143 Ballet I</b>	1
Beginning instruction in classical ballet focusing on vocabulary and technique. Includes barre and center exercises designed to develop coordination, balance, flexibility and strength. Fall semester.	
<b>TA 145 Theatre Production</b>	1
Instruction and performance on stage or backstage in a major theatre production. Repeatable for credit to a maximum of 6 semester credits. Registration for credit in Theatre Production is contingent upon a successful audition or permission granted for backstage work. Graded S/NS.	
<b>TA 183 Jazz Dance I</b>	1
A beginning course in jazz to empower students to see their strengths in expressing themselves through dance. Emphasis not only on technique, vocabulary, stretching and strengthening, but on stringing movements together through choreography. No experience necessary. Fall semester.	
<b>TA 184 Postures of the Soul: Sacred Dance</b>	1
The course seeks to offer students opportunities to explore the biblical, historical and experiential connection of prayer, posturing and movement. An overview of sacred movement and meditations will be presented. Jan Term.	
<b>TA 191 Independent Study</b>	1-4
<b>TA 196 Topics in Theatre</b>	1-3
Selected lower-division topics in theatre. Periodic offering.	
<b>TA 215 Acting for the Camera</b>	1
This course teaches basic camera acting skills. Distinctions between commercial, television and film acting are included. Marketing materials, daily exercises, on set terminology and protocol, and reading a screenplay are all covered. Practicum in camera work is emphasized.	
<b>TA 216 Modern Drama</b>	3
A survey of modern drama including the major movements, playwrights and representative plays from 1900 to the present.	
<b>TA 217 Mask-Making</b>	3
An overview of the design concepts and production concepts of mask making. Experimentation with a variety of artistic mediums. Jan Term, periodic offering. Fee.	
<b>TA 230 Private Lessons</b>	1-2
See TA 130.	
<b>TA 231 Performance Theory and Practice</b>	3
Students create solo and group performances in non-traditional styles. Emphasis on both practical skill-building and theoretical understanding of performance. Limited enrollment. Should not be taken concurrently with TA 273. Fall and spring semesters.	
<b>TA 236 Hip Hop</b>	2
Students will learn hip hop technique through warm-ups, choreography, and instructional videos. Culmination project is performance in Broadway Unbound. Prerequisite: TA 181. Spring, even years.	
<b>TA 243 Accelerated Ballet</b>	1
Continuing instruction in classical ballet focusing on vocabulary and techniques. Includes intermediate barre and center combinations designed to develop coordination, balance, flexibility and strength. Prerequisite: PE/TA 143. Fall and Spring semesters, periodic offering.	



- TA 245 Theatre Production** 1  
See TA 145.
- TA 250 Stage Management** 3  
Introduction to the principles and practices of stage and production management for theatre and the related performing arts. Emphasis on management style, facilitating communication and conflict management. Spring semester, periodic.
- TA 270 Stage Makeup & Costume Construction** 2  
An introduction to the art of stage makeup. Lab experience includes brief explanations and demonstrations followed by student applications. Enrollment is limited. Fee. Spring semester.
- TA 273 Acting I** 3  
Learn to live truthfully under the imaginary circumstances of a play. The objective is for the student to become an intelligent actor, able to analyze and critique a script, develop a character, and respond to a directors coaching. Enrollment is limited. Not to be taken concurrently with TA 231. Fall and spring semesters.
- TA 275 Stagecraft I** 3  
This course will provide an introduction to terms, tools and equipment utilized in technical theatre including, but not limited to, scenic construction, basic lighting, and sound. Lectures will focus on terminology, identification and basic principles. Labs will offer hands-on experience building the fall Main Stage production constructing flats and platforms, hanging and focusing lighting instruments and setting up basic sound reinforcement. Fall semester.
- TA 276 Improvisational Acting** 3  
Learn exercises and techniques leading to self-discovery in the releasing of creative potential. Experience problem-solving games and activities and perform before various audiences. Fee. Fall semester.
- TA 278 Scenography I** 3  
A project based course introducing the principles of theatrical design and the historical development, continuum, and evolution of the values, methods, and theories of scenography. Emphasis will be on exploring the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes demonstrations of various design tools & methods, project lab sessions, discussion of scenographic theory and practices, and group critiques of the process and projects. Fall semester, odd years.
- TA 279 Voice for the Performer** 2  
Training in the effective use of the speaking voice for public performance. Limited to theatre majors; others by permission. Spring semester.
- TA 280 Field Studies** 1-4
- TA 282 Movement for the Performer** 2  
Examination of the theories and practices of Bartenieff, Laban, Alexander, Yoga and Pilates. Each session includes lecture but focuses on practical application through exercises, stretching, strengthening, and freeing. Prerequisite: TA 273. Fee. Fall semester.
- TA 283 Musical Theatre Dance** 2  
Examination of the unique history of musical theatre. Students study the techniques and choreographic styles required for performance in musicals. The culminating project is a public performance. Spring semester, odd years.
- TA 290 Internship** 1-4

- TA 291 Independent Study** 1-4
- TA 301 The Actor's Experience: New York City** 3
- Explore culture, history and arts in New York City, from the artist's point of view. Students are exposed to a variety of art forms, including music, visual art, film, dance and theatre. It also includes a participatory, skill-building experience, in which students work with NYC arts professionals to learn performance skills. Jan Term study tour, odd years.
- TA 314 Church Drama** 3
- This course involves study of classic and contemporary drama used in Christian worship. Students will engage in biblical text study, critical writing, playwriting, and performance of original theatre on campus and in area churches. Periodic offering.
- TA 316 Community-Based Theatre** 3
- A practical study of Community-Based Theatre concepts and practices. As a group, students will devise and perform an original piece of theatre in collaboration with a community organization. The topic that students create a performance about changes each year; please check with the department to find out what the topic is this semester. Spring semester, even years. TA 348 is recommended but not required.
- TA 317 Company Class** 3
- An ensemble-based performance project where students are responsible for all aspects of the production including research, publicity, performance and tech. The student company will also develop educational workshops, presentations, and discussions to accompany the production. Course will culminate in public performance and may include touring. Permission required. Audition only. Periodic offering.
- TA 321 Gender, Performance, and Pop Culture** 3
- Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including how ideas about gender are portrayed, reinforced, or challenged through a variety of plays, films, and other performance materials.
- TA 330 Private Lessons** 1-2
- See TA 130.
- TA 337 Modern Dance II** 2
- This course will provide instruction and performance experiences in advanced principles and techniques of Modern Dance. This is a performance-based course. Spring, even years
- TA 342 Principles of Movement** 2
- Students will be given tools to understand then connect the anatomy and physiology of the body to dance. The performance of practical exercises will allow application of the knowledge earned. Spring semester, even years.
- TA 343 Ballet II** 2
- An intermediate course in classical ballet focusing on vocabulary, technique and choreography. Includes barre and center combinations designed to further develop coordination, balance, flexibility and strength. The course culminates in a public performance. Spring semester.
- TA 344 Theatre Across the Curriculum** 1
- Theatre techniques can be applied across the curriculum in any elementary classroom. Students will study creative drama, story theatre, reader's theatre and improvisation. Students will learn the techniques and perform them, as well as apply them to their own teaching situations. Priority to elementary-education majors. Fee. Fall and spring semesters.

**TA 345 Theatre Production**

See TA 145.

**TA 348 Performing the Self**

Theatre games and performance techniques for effective communication, problem-solving, relationship building, self-exploration and self-expression. No previous performance experience necessary. Sophomore and above. Every other year.

**TA 361 Fundamentals of Directing**

The technical aspects of directing include play selection, casting, blocking, emphasis on characters, picturization, composition, rhythm. The student will study, then apply these techniques by staging a short production for a public audience. Prerequisite: TA 231 and TA 273. Fall semester.

**TA 373 Character Study**

A practical exploration of theories and methods for creating character, including scene work, playing multiple characters, creating original work, and solo performance. Students must have completed TA 231 and TA 273 prior to registering for TA 373. Course is substitutable for TA 473 in the Acting track. Spring semester, even years.

**TA 375 Stagecraft II**

Project based course providing training in professional Stagecraft skills including: computer aided drafting for scenic and lighting production, technical direction including materials handling, advanced scenic construction techniques, basic rigging, equipment maintenance, production supervision, scheduling, and budgeting. Prerequisite: TA 275. Spring semester, even years.

**TA 379 Advanced Voice for the Performer**

Advanced training in diction and vocal production with emphasis on text work. Prerequisite: TA 279. Spring semester.

**TA 381 Dance History & Choreography**

Examination of the origins and characteristics of major dance genres. Additionally, students will study the art of dance composition. The culminating project is a public performance of semester, even years.

**TA 383 Jazz Dance II**

An intermediate course in jazz. Focuses on technique, vocabulary, stretching, strengthening, and choreography. This course culminates in a public performance.

**TA 384 Ministry and Choreography**

A study of the art of dance composition. The theology of dance in Scripture is explored and the basic elements of choreography employed to communicate the Gospel through dance. The culminating project is a public performance of student-choreographed compositions. Pre-requisites: PE/TA 184; PE/TA 143. TA 282 recommended. Spring semester, odd years.

**TA 390 Internship****TA 391 Independent Study****TA 395 Teaching Assistantship****TA 396 Topics in Theatre: Humanities****Gened, Topics: Theatre Arts**

,Selected upper-division topics in theatre.

<b>TA 396 Topics in Theatre: Humanities Gen ed, Topics: Theatre Arts</b>	<b>1-3</b>
Selected upper-division topics in theatre.	
<b>TA 430 Private Lessons</b>	<b>1-2</b>
See TA 130.	
<b>TA 435 Arts Administration</b>	<b>3</b>
An in-depth study of the administration of community art projects. Topics covered will include grant-writing, business plans, safety/liability, marketing and public relations. An emphasis will be placed on laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites however, some background in art is recommended. Also listed as AR 435. Fall semester.	
<b>TA 445 Theatre Production</b>	<b>1</b>
See TA 145.	
<b>TA 473 Acting II</b>	<b>3</b>
Advanced training in acting styles including Greek tragedy, Shakespeare, realism, comedy, farce, and absurdism. Priority will be given to junior and senior Acting track theatre majors. Signature required. Fee. Prerequisites: TA 231 and TA 273. Spring semester, odd years.	
<b>TA 476W History of Theatre I</b>	<b>3</b>
The history of theatre's relationship to society through the literature, design, acting, and production styles of ancient Greece to neo-classical France. Fall semester, odd years.	
<b>TA 477W History of Theatre II</b>	<b>3</b>
The history of theatre's relationship to society through the literature, design, acting, and production styles from Restoration England to the present day. Spring semester, even years.	
<b>TA 478 Scenography II</b>	<b>3</b>
A project based course in theatrical design and the values, methods, and theories of scenography. Emphasis will be on the theatre design process, play analysis, visual arts analysis, research skills, and the application of principles and elements. The format of the course includes project lab sessions, discussion of scenographic theory and practices, group critiques of the process and projects, and creation of a professional design portfolio. Prerequisite: TA 278, AR 120, AR 124, or AR 220. Spring semester, odd years.	
<b>TA 480 Field Studies</b>	<b>1-4</b>
<b>TA 481 Projects in Theatre</b>	<b>1-3</b>
Projects in performance or research in some aspect of theatre that is not available in regularly scheduled courses but has particular significance in that students program. The project is proposed by the student and refined in consultation with the professor. Feasibility and appropriateness must be approved by the department faculty. Prerequisites: completion of a minimum of four courses, two of which must be upper division. Fall and spring semesters.	
<b>TA 482 Projects in Theatre</b>	<b>1-2</b>
See TA 481.	
<b>TA 483 Jazz III</b>	<b>2</b>
Building on knowledge and experiences from Jazz I and Jazz II, students will continue to learn and practice jazz dance technique. Culminating project will be performance in Broadway Unbound. Prerequisites: TA 181 and TA 281. Spring, even years.	
<b>TA 490 Internship</b>	<b>1-4</b>

## TA 491 Independent Study

1-4

## TA 495 Teaching Assistantship

1-4

## TA 498 Senior Project

3

The Senior Project is the capstone experience for the theatre major and allows the student to demonstrate expertise and artistry by completing one of the following: performance (solo or group, original or interpretive), project (directing, playwriting, arts administration, internship, etc.), or research paper. All majors must apply by submitting a proposal in their chosen area during the spring semester of their junior year. Proposals are subject to faculty approval. Prerequisites: faculty approval, senior status and concurrent registration for TA 430 (private lessons).

### TA 373 Character Study

Advanced exploration of theatre and media as art creating character. Includes work with character, creating original work and also performance. Student must be registered for TA 373 prior to registering for TA 373. Course is co-requisite for TA 373. Spring semester, one year.

Advanced training in acting with emphasis on character study. Includes work with character, creating original work and also performance. Student must be registered for TA 373 prior to registering for TA 373. Course is co-requisite for TA 373. Spring semester, one year.

### TA 375 Advanced Voice for the Actor

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

### TA 381 Dance History & Choreography

Exploration of the history and choreography of dance. Includes work with dance, creating original work and also performance. Student must be registered for TA 381 prior to registering for TA 381. Course is co-requisite for TA 381. Spring semester, one year.

### TA 384 History and Choreography

A study of the art of dance choreography. The history of dance is explored through the study of choreography employed in various forms of dance. The student will be required to create original work and also performance. Student must be registered for TA 384 prior to registering for TA 384. Course is co-requisite for TA 384. Spring semester, one year.

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

### TA 391 Independent Study

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

### TA 395 Teaching Assistantship

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.

Advanced training in voice and vocal technique for the actor. Includes work with voice, creating original work and also performance. Student must be registered for TA 375 prior to registering for TA 375. Course is co-requisite for TA 375. Spring semester, one year.



# Theology

The Whitworth Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. We are committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Our goal is to provide students with an intellectually challenging, academically rigorous and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. The theology major focuses on the classical disciplines of biblical studies, church history, and Christian theology; as students move through the curriculum, we encourage them to discern Jesus Christ's call on their lives and to respond in faithful obedience.



Students will develop strengths in the following areas:

## Understanding of the Bible:

- a good working knowledge of the content, emphases, major theological themes and central message of Scripture;
- an awareness of various contextual considerations (historical, religious, political, geographic, socio-economic, linguistic and literary) necessary for reading and understanding scripture;
- an ability to interpret Scripture Christo-centrally;
- the development of a biblical theology with a focus on the gospel of Christ.

## Understanding of the history, theology, and mission of the church:

- an overview of the historical and cultural development of the church throughout the centuries;
- an introduction to the major thinkers, texts, leaders, spiritual traditions and movements of the church;
- an understanding of the history and development of Christian doctrine;
- a commitment to the church and its ministry throughout the world.

## The skills of critical thinking, reading, research, writing and speaking:

- a spirit of open inquiry;
- an appreciation of excellent scholarship;
- an introduction to the use of primary and secondary source texts;
- the ability to think and communicate clearly and critically;
- the ability to understand and argue a point of view;
- the ability to develop and formulate independent conclusions.

## Requirements for a Theology Major, B.A. (40)

TH 221	Ethics	3
TH 241	New Testament	3
TH 313W	History of Christianity I	3
One of the following:		3
TH 314W	History of Christianity II: World Christian Movement	
TH 315	History of Christianity II: Christian Renewal Movements	
PH 320	Philosophy of Religion	3
TH 331	Old Testament	3
TH 361	Christian Theology	3
TH 362	Man and Woman in the Image of God	3
TH 370	World Religions	3
Research Seminar: one of the following:		3
TH 307	Seminar on Early Christianity	
TH 323	Religion in American Public Life	
TH 340	Biblical Interpretation and Hermeneutics	
TH 371	Great Christian Thinkers	
TH 372	Three Outsiders: Kierkegaard, Barth, and Bonhoeffer	
TH 389	Theologies in Dialogue	
TH 499	Senior Seminar	1
Nine additional Theology credits		9

## Requirements for a Minor in Theology (18)

Eighteen theology credits		18
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## Requirements for a Minor in Biblical Languages (18)

TH 310	New Testament Greek I	4
TH 311	New Testament Greek II	4
TH 341	Biblical Hebrew I	3
TH 342	Biblical Hebrew II	3
Select two of the following reading courses:		4
TH 318	Greek Reading and Exegesis I	
TH 319	Greek Reading and Exegesis II	
TH 343	Hebrew Reading & Exegesis I (Narrative)	
TH 420	Biblical Theology of Covenant - Hebrew	

*Note: Four credits of Latin may be substituted with department permission.*

## Certification for Ministry

This program is designed to prepare students for entry-level ministry positions in churches and other Christian organizations. Students must apply in the spring for acceptance into the program. Coursework begins in the fall semester. To complete the program successfully, students must maintain a B average in their required coursework. Students who complete the program will receive a certificate in ministry and a minor in theology. The program consists of three required courses, plus a biblical studies course, a theology course, and a spiritual practice course from the lists below. In addition students must complete two courses in a chosen ministry track: Youth Ministry, Cross Cultural Ministry, or Urban Ministry.

## Requirements for Certification for Ministry (25)

Requirements for all Certification for Ministry students:		10
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TH 335	Theology of Ministry	
TH 339	Evangelism and Discipleship in the Postmodern Context	
TH 435	Internship in Ministry	
Also required, choose one of the following Biblical Studies courses:		3
TH 241	New Testament	
TH 243	Jesus and the Kingdom of God	
TH 248	Gospel of Mark	
TH 250	Gospel of John	
TH 260	Romans	
TH 281	Gospel of Luke	
Also required, choose one of the following Theology courses:		3
TH 154	Introduction to the Christian Faith	
TH 361	Christian Theology	
Also required, choose one of the following Spiritual Practice courses:		3
TH 172 & TH 173	Foundations for Christian Leadership and Foundations for Christian Leadership II	
TH 375	Soul Care Through Life Stages	
TH 393	Christian Spirituality	
Plus select one track, and complete two courses within that track:		6
<b>Youth Ministry Track (6)</b>		
TH 324	Missional Church	
TH 332	Children's Ministry	
TH 334	Youth Ministry	
TH 336	Gospel Proclamation	
TH 338	Small-Group Ministry	
TH 380	Young Life Practicum	
<b>Cross Cultural Ministry Track (6)</b>		
TH 316	Introduction to Christian Missions	
TH 317	Cross-Cultural Ministry	
TH 324	Missional Church	
TH 370	World Religions	
FR 416	French for Overseas Missions	
SN 435	Spanish for Christian Ministry	
<b>Urban Ministry Track (6)</b>		
SO 365	Cities and Urban Life	
or PY 330	Psychology of Poverty and Social Class	
TH 256, 356	Biblical Theme of Shalom	
TH 323	Religion in American Public Life	
TH 324	Missional Church	
TH 330	Ministry of Church to the Poor	

## Courses

### TH 130 Introduction to the Bible 3

An overview of the entire Bible, with emphasis on literary, historical and theological themes and the diversity and unity within the Bible.

**TH 131H Encountering Covenantal God**

3

This class is an introduction to a theological understanding of God's biblical covenant with mankind. It provides an answer to the following key questions: Who is the covenantal God and who are man and woman created in his image?

**TH 135 A Biblical Introduction to God**

3

This class presents a Christian view of the nature and character of God based on the Bible. Our goal: to bring students' perspectives on God into conversation with the biblical view, as we learn to think, speak, and write theologically.

**TH 140 Great Themes of the Bible**

3

An examination of central biblical themes (creation, covenant, sin, forgiveness, salvation, etc.), through which students will develop an understanding of the message of the Bible as a whole. Attention will be given to the connections between these themes and students' ordinary lives.

**TH 141 Great Themes in Paul's Letters**

3

An examination of the major themes of Paul's letters, such as salvation, discipleship and the Holy Spirit, through discussion of key Pauline passages, with a view to understanding Paul's gospel and applying it to contemporary life. Periodic offering.

**TH 154 Introduction to the Christian Faith**

3

The major beliefs and practices of the Christian faith. Spring semester.

**TH 155 Being Presbyterian**

2

This course is designed to give students an overview of the basic tenets of the Presbyterian Church and its practices based in its Creeds, Book of Worship, and approach to current issues.

**TH 170 Leadership Development in Ministry**

1

On-campus meetings and practical experience as part of the Young Life leadership-development program.

**TH 172 Foundations for Christian Leadership**

2

Foundations for Christian Leadership is a 2 credit course each semester (fall and spring; students may choose to take it for only one semester, highly recommended for both semesters) specifically designed to help students build a strong foundation for Christian leadership and to consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. This course fulfills Certification for Ministry requirements in the theology department if taken with TA 173. Fall semester.

**TH 173 Foundations for Christian Leadership II**

2

Foundations for Christian Leadership II is a 2 credit course which builds on TH 172 helping students develop a spiritual foundation for Christian leadership, and helps students consider a variety of service opportunities. The course will consider different aspects of Christian leadership, theology, spirituality, personal growth, and relational skills in order to help students in their existing ministry and/or helping to clarify students' gifts and calling. The course encourages students to consider servant leadership as a lifestyle and a vital part of their college experience. This course fulfills Certification for Ministry requirements in the theology department if student has also completed TH 172, and for credits in the Leadership Program. Spring semester.

- TH 175 The Acts of the Apostles** 3  
The book of Acts begins with Jesus commissioning His disciples to continue His ministry through the power of the Holy Spirit, from Jerusalem, where the church was born, to Rome, the capital of the Gentile world. Acts tells the story of how the church grew, in both numbers and diversity. This course will explore the growth of the church in its infancy and the lessons that can be learned from this story today. Fall semester.
- TH 184 Postures of the Soul: Sacred Dance** 1  
An exploration of worship through movement and dance. An overview of sacred dance expressions, including visits to churches that incorporate dance in their services and exploration of other movement-ministry opportunities. Students will perform in chapel and choreograph a movement sequence as it relates to worship.
- TH 191 Independent Study** 1-4
- TH 196 Topics in Religion** 1-3
- TH 205 The Reformation** 3  
A study of the 16th-century Reformation, including a visit to sites associated with the major continental reformers--in Luther's Germany, Zwingli's Switzerland, and Calvin's Switzerland and France. Jan Term 2015.
- TH 210 The Ten Commandments as Moral Law** 3  
See under PH 210. Periodic Jan Term offering.
- TH 211 Wrestling with God's Wrath** 3  
An examination of the biblical theme of God's wrath, especially as it relates to God's love and the redemption of his people. Special attention will be given to this theme as it appears in both pop culture and the public square.
- TH 212 Redemption of Creation** 3  
An introduction to the whole story of the Bible with a focus on the created order and God's plans in redemption and new creation. Considers the significance of a biblical theology of creation and redemption for contemporary issues. Fall semester.
- TH 213 The Book of Revelation** 3  
An introduction to the book of Revelation, with a focus on its literary artistry, theological message and relationship to the rest of Scripture. Considers its genre, historical setting, different interpretive approaches and contemporary significance. Spring semester.
- TH 214 Theology & Ecology** 3  
Develops a biblical theology of creation care rooted in Scriptures portrayal of creation and redemption in Christ. Attention is given to environmental issues and the ecology and natural history of the Northwest. Includes study, work, worship, outdoor exploration and disciplined reflection. January, odd years, Tall Timber Ranch in the Cascades.
- TH 216 New Religious Movements** 3  
A survey of contemporary religious movements and cults. Each will be examined on its own terms, in an attempt to present a fair and non-polemical summary of its history and contemporary expression. A study of Christian history will provide context for understanding non-Christian and quasi-Christian thought. Comparison to classical Christian teaching will be provided throughout.
- TH 221 Ethics** 3  
See PH 221.



**TH 230 Messiah**

3

An introduction to the grand sweep of the biblical understanding of the Messiah. The course begins with the revelation of the nature of God in the Old Testament, shows its fulfillment in the revelation of God in Jesus Christ, and considers the significance of the Messiah for today. Fulfills the Biblical Literature requirement. Fall semester.

**TH 241 New Testament**

3

The content and theology of the New Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the New Testament. Special focus on Jesus Christ, the gospel and the Christian life. Offered Fall and spring semesters, and Jan Term.

**TH 242 Life and Teachings of Jesus**

3

The pivotal events and major teachings of Jesus as recorded in the Gospels, and their relevance to today. Fall and spring semesters.

**TH 243 Jesus and the Kingdom of God**

3

A study of the kingdom of God as promised in the Old Testament, fulfilled in the life and ministry of Jesus, and consummated upon his return. Spiritual, social, and ethical implications of Jesus' message. Fall and/or spring semester.

**TH 248 Gospel of Mark**

3

A thorough examination of the Gospel of Mark, with a view to understanding its literary structure, its portrayal of Jesus, its view of discipleship, and its relevance for today.

**TH 250 Gospel of John**

3

A detailed study of John's Gospel, chapter by chapter, in a search to understand Jesus and life with him from John's spiritual perspective. Fall and spring semesters.

**TH 256 Biblical Theme of Shalom**

3

A study of the theme of biblical peace through a word study of the Hebrew term *shalom* and the Greek term *eirene*, the two words most often translated as "peace," with emphasis on the ministry of Jesus as the epitome of God's revelation of peace and the implications for Christian community. Fall semester.

**TH 260 Romans**

3

A comprehensive introduction to Paul's most complete exposition of the Christian faith, the Epistle to the Romans, with a view to understanding the epistle's historical setting, structure, chief themes, and lasting impact. Periodic offering.

**TH 265 The Book of Genesis**

3

This course offers students an in-depth engagement with the content, theology, and narrative structure of the Book of Genesis. Particular attention will be given to seminal Biblical themes that reappear and are further developed throughout the Old and New Testaments.

**TH 279 Theology and Film**

3

Students will learn to appreciate, discuss and evaluate films theologically. Generously and critically interacting with challenging and excellent films, students will discern and discuss the assumptions and arguments about the world and human life embedded in them. Topics treated include Jesus Christ, forgiveness, sin, evil, ministry, friendship and love.

**TH 280 Field Studies**

1-4

**TH 281 Gospel of Luke**

3

This course introduces students to the Gospel of Luke by providing an overview of its basic content and an understanding of its central message. Considerations will be given to its origins, literary nature, historical context, geographical setting, major characters and central themes. Spring semester.

<b>TH 290 Internship</b>	1-4
<b>TH 291 Independent Study</b>	1-4
<b>TH 306 History and Theology of Worship</b>	3
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship.	
<b>TH 307 Seminar on Early Christianity</b>	3
A careful study of primary source texts from the early Christian period, including Irenaeus, Origen, and Eusebius, which will culminate in a major research paper. Fall semester, odd years.	
<b>TH 308 Christianity in Britain Preparation</b>	1
A prerequisite to the Christianity in Britain Jan Term Study Program, this one-credit course consists of seven class sessions comprised of overview lectures, intercultural awareness training, and reading assignments that will introduce students to the course material and prepare them to travel throughout England and Scotland.	
<b>TH 309 Early Christian Sites in Turkey Prep</b>	1
A prerequisite to the Early Christian Sites in Turkey, Jan Term study program, this one-credit course consists of seven lectures and the reading of several books that will introduce students to the essential core of the Turkey Jan term study program. Students will prepare a 10-page paper at the end of the course which will be presented at an appropriate location in Turkey.	
<b>TH 310 New Testament Greek I</b>	4
The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.	
<b>TH 311 New Testament Greek II</b>	4
Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: TH 310. Spring semester, even years.	
<b>TH 312 South Africa Program Prep</b>	1
See SP 312.	
<b>TH 313W History of Christianity I</b>	3
The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation. Fall semester.	
<b>TH 314W History of Christianity II: World Christian Movement</b>	3
The history, thought, and practice of the Christian church from the beginning of the Reformation to the present, with special emphasis on the world Christian movement since 1800. Spring semester.	
<b>TH 315 History of Christianity II: Christian Renewal Movements</b>	3
A study of the major church renewal movements including Monasticism, the Reformation, Pietism, Puritanism, Wesleyanism, Revivalism, the Holiness Movement, Pentecostalism, Fundamentalism, and Evangelicalism. Spring semester.	
<b>TH 316 Introduction to Christian Missions</b>	3
An introduction to the history of the worldwide Christian movement, the lives of well-known missionaries (both Western and non-Western), different mission organizations, recent mission trends, problems of cultural adaptation, growing persecution, and the creative ways Christians are bearing witness all over the world. Students will have an opportunity to explore their own interests.	

- TH 317 Cross-Cultural Ministry** 3  
An introduction to theoretical and practical dimensions of effective cross-cultural communication and ministry. Those planning to work in another culture on a short- or long-term basis will acquire a "tool kit" designed to help them enter, adjust, and thrive in another cultural setting. Spring semester.
- TH 318 Greek Reading and Exegesis I** 3  
This course develops proficiency in the grammar and vocabulary of Koine Greek through the reading of a variety of Greek texts, particularly in the New Testament, and it introduces students to the fundamentals of New Testament exegesis. Prerequisite: TH 311. Fall semester, even years.
- TH 319 Greek Reading and Exegesis II** 3  
Continuation of TH 318. Spring semester, odd years.
- TH 320 Biblical Theology of Covenant** 3  
Examination of the particular image of God and humankind shaped by the revelation of the covenant relationship; exploration of the origin, development and aim of the covenant through the Old and New Testaments. Spring semester, even years.
- TH 323 Religion in American Public Life** 3  
The major themes, movements, problems, people and institutions in American Christian history, with emphasis on the public practice of the Christian faith. Fall semester, even years.
- TH 324 Missional Church** 3  
This course is an introduction to how theology, missiology, and ecclesiology create a missional praxis for the church. Emphasis will also be created in the concept of how the theology of the incarnation can inform this missional praxis. Jan Term.
- TH 328 Contemporary African Culture** 3  
This course will provide historical and contemporary aspects of Tanzanian society. We will pay special attention to the political, theological, and communicative dimensions of Tanzania and East African life in general. Students will take part in a one credit fall semester preparation class. Also listed as PO 328 and SO 328.
- TH 330 Ministry of Church to the Poor** 3  
This course explores the interaction between the church and the poor in the U.S. Using a variety of assignments, students will explore current biases and stereotypes of both groups. The course will focus on creating community, practicing hospitality, and welcoming strangers. The outcome is that students will develop their own vision of ministry to and with the poor. Periodic offering.
- TH 331 Old Testament** 3  
The content and theology of the Old Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the Old Testament. Fall and spring semesters.
- TH 332 Children's Ministry** 3  
A survey of the history, theories, and practice of ministry to children, ages birth to 12 years. Course designed for upper-level for upper-level students who plan to work with children professionally. May include attendance at conference(s) with required registration fee. By permission only. Spring semester, odd years.
- TH 334 Youth Ministry** 3  
An introduction to the theology of youth ministry; different approaches and models for reaching teens; understanding adolescents in their various cultures; the structures and institutions that affect youth; development and management of youth programs; basic principles and skills necessary for reaching youth both within and outside the church. Spring semester.

- TH 335 Theology of Ministry** 1-2  
An exploration of ministry that is biblically informed and culturally relevant. Capstone course for the Certification program. By permission only. Must be taken in conjunction with TH 435. Two-semester sequence: One credit to be completed fall semester and two credits to be completed spring semester.
- TH 336 Gospel Proclamation** 3  
The study and practice of oral communication of the Christian gospel in public settings. Students gain experience in textual interpretation, structuring messages, language use, introducing and concluding messages, audience analysis, delivery of messages and evaluating messages. Also listed as SP 336. By permission only. Spring semester.
- TH 338 Small-Group Ministry** 3  
A study of the primary communication skills involved in effective planning and implementation of small-group ministry. Group leadership skills, membership roles, theology of small-group ministry, and leading small-group Bible study. Also listed as SP 338. Spring semester.
- TH 339 Evangelism and Discipleship in the Postmodern Context** 3  
A study of the biblical view of evangelism and discipleship: their historical development, different models and approaches, culturally relevant models for today, and how to work out our witness and growth in the marketplace, the church and the world. Fall semester.
- TH 340 Biblical Interpretation and Hermeneutics** 3  
This research seminar explores the ways in which Scripture has been read throughout history, introduces hermeneutical theories concerning its meaning and significance, and provides students with practical skills for interpreting and applying it today. Prerequisite: Fulfill the biblical literature requirement.
- TH 341 Biblical Hebrew I** 3  
An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester, even years.
- TH 342 Biblical Hebrew II** 3  
Continuation of TH 341. Spring semester, odd years.
- TH 343 Hebrew Reading & Exegesis I (Narrative)** 2-3  
For students who have completed TH 341 and TH 342. Reading and exegesis of selected narratives of the Hebrew Bible (Old Testament).
- TH 356 Biblical Theme of Shalom** 3  
A study of the theme of biblical peace through a word study of the Hebrew term *shalom* and the Greek term *eirene*, the two words most often translated as "peace," with emphasis on the ministry of Jesus as the epitome of God's revelation of peace and the implications for Christian community. Fall semester.
- TH 357 Old Testament Prophets** 3  
A study of the theologies of the prophets of the Old Testament in light of their historical settings, Biblical Theology, and their relevance for today. Spring semester, even years.
- TH 358 Psalms** 3  
A comprehensive introduction to theological exegesis of the biblical psalms, including those preserved in the Old and New Testament narratives. Special attention is given to the Psalter as a guide to authentic spirituality. Spring semester, odd years.

**TH 361 Christian Theology**

3

An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical relevance of these doctrines to the lives of students. Fall and spring semesters.

**TH 362 Man and Woman in the Image of God**

3

This course analyzes the biblical and theological foundations of man and woman created in the image of God. It highlights how the Divine Creator and Redeemer works for the full restoration of male and female, whether in married or single life, from broken existence into the true image of God in Jesus Christ. Fall and spring semester.

**TH 364 Early Christian Sites in Turkey**

3

A January study-program of Biblical Asia Minor (modern Turkey), introducing students to the earliest Christian sites in the missionary journeys of the Apostle Paul, the early Church Fathers, monasticism in Cappadocia, the rise and fall of the Byzantine Empire, and the expansion of Islam in Turkey.

**TH 365 Christianity in Britain**

4

A study of the origins and development of the Christian church in Britain, covering major historical figures and religious movements from the arrival of the earliest Christian missionaries to today, and visiting important historical, church and cultural sites in England and Scotland.

**TH 366 The Church in Central America**

3

A foundational course for the Central America Study Program. A study of the religious influence on the development of each country and the current state of the church in Central America. Spring semester, every third year.

**TH 370 World Religions**

3

A study of the primary non-Christian religions of the world, with special emphasis on the beliefs and practices of those religions. Fall and spring semester.

**TH 371 Great Christian Thinkers**

3

An exploration of several indisputably great Christian thinkers (Augustine, Thomas Aquinas, Calvin, Barth, and others). Key aspects of their thought will be highlighted and examined, with attention to their exciting biographies and emphasis on their practical relevance to the lives of students. Prerequisite: fulfill the biblical literature requirement. Fall semester.

**TH 372 Three Outsiders: Kierkegaard, Barth, and Bonhoeffer**

3

This seminar is a study of the life and thought of Soren Kierkegaard, Karl Barth, and Dietrich Bonhoeffer. Specifically, it will examine their penetrating attacks on religion and the church, as well as their brilliant and timely suggestions for what it means to follow Jesus Christ (and to be the church) in a context that is no longer predominantly Christian.

**TH 375 Soul Care Through Life Stages**

3

This course considers the human developmental stages across the entire life span, with special emphasis on the nurture of the spiritual life through their various seasons of life. Students will examine biblical, theological, psychological, and spiritual issues in the life cycle, especially as these issues relate to ministry.

**TH 380 Young Life Practicum**

1-3

TH 380 YL Practicum is for Young Life leaders who are in the Student Staff Training Program. It is a discipleship/training program that allows motivated and ministry minded college leaders to understand the heart of true ministry. Through both formal training and direct ministry experience, students will learn and reflect upon how to effectively carry out excellent YL ministry with kids.



<b>TH 382 Campus Ministry</b>	1-2
Designed to explore all aspects of campus-based ministry, including developing a philosophy of ministry, designing and implementing a strategy for leadership development, and the principles and skills necessary to cultivate a sustainable approach to leadership in ministry. Two semester sequence: fall 2 credits, spring 1 credit.	
<b>TH 386 Readings</b>	1-4
<b>TH 389 Theologies in Dialogue</b>	3
The course focuses on the dialogue between Catholic and Protestant theologies and fosters the quest for positive, balanced theological solutions. It strives for a common understanding of Scripture and Tradition, the Church and authority in the Church, Baptism and the Eucharist.	
<b>TH 391 Independent Study</b>	1-4
<b>TH 393 Christian Spirituality</b>	3
The history, theology and practice of spirituality, and its implications for life today as we worship, work, build friendships and play. Fall semester on campus. Jan Term, even years, at Tall Timber Ranch in the Cascades.	
<b>TH 395 Teaching Assistantship</b>	1-4
<b>TH 396 Topics in Religion</b>	1-3
This course is designed to introduce students to theological reflection going on outside of North American as this develops against the backdrop of the indigenous religious context. The focus will be on major philosophical and religious traditions and the interaction of Christianity with these traditions. The emphasis will be on a comparative study which makes uses of social science methods and develops a biblical and critical perspective.	
<b>TH 420 Biblical Theology of Covenant - Hebrew</b>	1
Through close readings and exegesis of the Hebrew text, an examination of the divine-human covenant relationship; exploration of the origin, development, and aim of the covenant throughout the Bible with particular emphasis on the Torah. Hebrew reading proficiency required. Spring semester, even years.	
<b>TH 435 Internship in Ministry</b>	2
A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. By permission only. Must be taken in conjunction with TH 335. Two-semester sequence: Two credits to be completed fall semester and two credits to be completed spring semester.	
<b>TH 449 Paul's Letters</b>	3
A detailed study of the Pauline Epistles, with primary focus on Paul's theology and ethics, development of exegetical skills and hermeneutical understanding. Prerequisite: TH 241. Spring semester.	
<b>TH 480 Field Studies</b>	1-4
<b>TH 486 Readings</b>	1-4
<b>TH 490 Internship</b>	1-4
<b>TH 491 Independent Study</b>	1-4

## TH 499 Senior Seminar

1

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their theological education, evaluate their theological and spiritual development, and spiritual development, and reflect on their sense of calling for the future. To be taken fall semester of the student's senior year.

## TH 364 The Church in Central America

A study of the church in Central America, focusing on the role of the church in the process of social and political change. The course will examine the church's role in the process of social and political change, and the role of the church in the process of social and political change.

## TH 375 World Religions

A study of the primary non-Christian religions of the world, including Hinduism, Buddhism, Islam, and others. The course will examine the primary non-Christian religions of the world, including Hinduism, Buddhism, Islam, and others.

TH 371 *Christianity and the World* examines the role of Christianity in the world, focusing on the role of the church in the process of social and political change. The course will examine the role of the church in the process of social and political change, and the role of the church in the process of social and political change.

TH 372 *Christianity and the World* examines the role of Christianity in the world, focusing on the role of the church in the process of social and political change. The course will examine the role of the church in the process of social and political change, and the role of the church in the process of social and political change.

TH 373 *Christianity and the World* examines the role of Christianity in the world, focusing on the role of the church in the process of social and political change. The course will examine the role of the church in the process of social and political change, and the role of the church in the process of social and political change.

## TH 380 Young Life Personnel

TH 380 *Young Life Personnel* is for Young Life leaders who are in the Student Self-Training Program. It is a discipline training program that allows students and faculty members to develop a deeper understanding of the life of our ministry. Through both formal training and self-study, students will learn and reflect upon how to effectively carry out our mission.

# Adult Degree Programs

The Whitworth School of Continuing Studies provides higher education opportunities for adult students in an environment that cultivates student success, critical reflection, and professional development. We uphold Whitworth's mission of an education of mind and heart by treating all students with dignity; by providing avenues for spiritual, as well as intellectual, rigor; and by serving each individual with compassion and integrity.

## Whitworth Continuing Studies Admission Requirements

All degree-seeking adults who intend to complete their education through Whitworth in the Evening must meet the following admission requirements. Note: Students planning to enter the organizational management program, liberal studies "upside-down" degree program or evening teacher-certification program will complete additional admission requirements listed with the program descriptions in this section of the catalog.

1. Applicants must be 25 years of age or older due to the collaborative and experience-related nature of the adult degree programs. (See individual programs' admission requirements for possible exceptions to this policy.)
2. Applicants must meet with an advisor from continuing studies prior to admittance into any degree program.
3. If applicable, applicants must submit all official transcripts from previously attended colleges and/or universities directly to the school of continuing studies.
4. Applicants must demonstrate writing competency necessary for college-level writing (see application materials).

## Applying for Admission

Submit application materials. Forms are available online or from the school of continuing studies:

- an Application for Admission, including a \$25 application fee;
- two references from persons qualified to assess the student's academic and/or professional competency.

## Admission Evaluation and Acceptance

Each application is reviewed before continuing studies grants a student admission to the university. The following criteria may be considered in the admission decision process: transfer credit grade point average, personal interview, availability of appropriate academic program, prior coursework and pattern of coursework, quality of application essays and references. Applicants will receive notification of their admittance status from the School of Continuing Studies.

## Bachelor Degree Requirements

- Completion of Whitworth general education requirements
- Completion of 36 semester credits of upper-division courses (numbered 300 or above)
- Completion of a writing-intensive "W" course in the major
- Completion of an approved major (with a cumulative grade point average of 2.0 or higher)
- Completion of at least 32 semester credits in a degree program at Whitworth
- Completion of 126 total semester credits, including those transferred from other institutions
- A cumulative grade point average of 2.0 in all Whitworth courses
- Complete 32 of last 40 credits for the degree at Whitworth

## Course Enrollment Limits for Continuing Studies Degree Programs

Students may choose to enroll in one three-credit regular semester evening course (fall, spring, and summer) in addition to their accelerated-format schedule. Tuition for each course will be charged at the current applicable tuition rate. Students may *not* take more than one additional course at Whitworth each regular semester in addition to full enrollment in any accelerated-format fall or spring term; nor may they enroll in more than one accelerated-format course at one time. Continuing studies

students may not enroll in more than 17 credits each continuing studies accelerated-format term, including regular-semester course registrations that overlap into a portion of any accelerated-format term.

### **Continuing Studies Worldview Studies General Education Requirement**

Students admitted to the university through continuing studies are required to take one worldview studies course, CO 300 Reason/Knowing: Nature and Human Nature, or CO 250 Western Civilization II: The Rationalist Worldview (offered evenings in summer), to meet the general education requirement for worldview studies.

The worldview studies general education requirement for liberal studies students admitted through continuing studies and attending 50 percent or more of their classes during the traditional day program are as follows: Students who transfer in 30-59 semester credits must complete two worldview studies courses; students who transfer in 60 or more credits must complete one worldview studies course.

### **Change in Program**

Students moving from a continuing studies program to a traditional day program must complete the day program's requirements for general education (including modern languages) subject to the Core transfer-credit policy. Bachelor of liberal studies students who have completed 90 credits or more in the liberal studies program may not transfer to a traditional day-program major unless this transfer is approved by the School of Continuing Studies, the academic department and the department of academic affairs.

### **Program for Community College A.A.S. Degree Holders**

This degree is often referred to as an "upside-down" degree because it reverses the normal order of beginning with general university course requirements and finishing with studies in a specialized field in order to complete a four-year bachelor's degree. This program allows a student to complete an A.A.S. degree at a Washington state community college in a specific field and subsequently to come to Whitworth for completion of the general education requirements as well as the upper-division credits required for a bachelor's degree.

### **A.A.S. Degree Credits Accepted by Whitworth**

Whitworth will accept credit from selected associate of applied science degrees from regionally accredited Washington state community colleges if a student chooses to apply that credit toward a bachelor's degree in liberal studies (the "upside-down" degree). The student will transfer in with 60-64 semester credits (depending upon the total number of credits earned through the A.A.S. degree), and will be granted junior standing. A list of accepted A.A.S. degrees is available in the Whitworth Continuing Studies Office or on the continuing studies website.

### **Admission Requirements for Bachelor of Liberal Studies "Upside-Down" Degree Programs**

In order to be considered for admission to Whitworth under the "upside-down" degree program, a student's A.A.S. degree should have been obtained within the last 10 years; if this is not the case, a regular course-by-course evaluation will be done on the older transcript. Students having completed their A.A.S. degrees within the last four years must have a minimum grade point average of 3.25. Applicants not meeting the minimum GPA requirement may be admitted based on other admission criteria as determined by the Continuing Studies Admission Committee. Bachelor of liberal studies applicants must be 25 years old or older. However, special consideration may be given to applicants under the age of 25 who want to enroll in the "upside-down" degree program if they have demonstrated high academic ability in obtaining their A.A.S. degrees and have a grade point average of at least 3.5.

### **Bachelor of Arts in Organizational Management**

Christie Anderson (director)

The Whitworth Organizational Management Program blends current organizational theory with practice, providing a one-of-a-kind educational experience for the adult needing to complete a bachelor's degree while working.

Part of the Whitworth School of Global Commerce & Management, the organizational management program is characterized by several unique features when compared to traditional degree programs.

First, the program can be done more quickly. Students can complete a 36 semester credit major much more quickly than the normal 24 to 30 month time span for a part-time student. Each course meets one evening per week for six weeks, with two Saturday sessions. Second, the program is offered only to a cohort of students. Simply put, this means that a group of 20 students or fewer will take the courses for the organizational management major together in sequence. Cohorts begin in August and February, subject to enrollment.

The learning outcomes for the organizational management degree are consistent with those articulated by the School of Global Commerce & Management for all business degrees. Learning outcomes of this major prepare the student to:

1. Engage in successful problem solving and decision making activities that require critical reasoning and creativity to develop sound, integrated solutions;
2. Identify internal and external economic and financial conditions facing the organization;
3. Demonstrate clear and persuasive verbal and written communications skills;
4. Engage in sound self-management practices;
5. Articulate a personal code of professional ethics and formulate effective, ethical strategies to address relevant organizational issues.

### Organizational Management Admission Requirements

1. A minimum of 60 semester credits (90 quarter hours) of college work with a grade point average of 2.0 or above
2. Completion of the application and admission process for evaluation and acceptance into Whitworth Continuing Studies
3. Applicants should be 25 years of age or older; consideration may be given to students below age 25 who have three years of post-high school, documented full-time professional experience in the workplace.
4. Entrance interview with the director of organizational management
5. Current résumé

### Admission Evaluation for Organizational Management Program

Admission into continuing studies does not guarantee admission into the organizational management degree program. Final determination of admission into the organizational management cohort program is made by the director of the program, in consultation with continuing studies advisors and staff. This decision may be based on prior coursework, recommendations from prior instructors, personal interview, business aptitude, ability to work well in a cohort-based program, and grade point average. Applicants will receive notification of their admittance status from the Whitworth Continuing Studies Office.

### Portfolio Assessment

Students enrolled in the organizational management program who have obtained college-level knowledge outside of the traditional college classroom through prior experience may earn college credit through portfolio assessment. Designed for the adult who is self-motivated and highly skilled in analytical process, portfolio development involves knowledge assessment, documentation, third-party verification, and an understanding of college-level learning expectations. Examples of appropriate college-level learning might be work-related training seminars or self-directed study. Up to 32 semester credits may be earned through portfolio assessment. See a continuing studies advisor for details.

### Organizational Management Curriculum

Each course is a prerequisite for the course that follows. A passing grade must be achieved in order for a student to continue on to the next course. A failing grade (F) will necessitate withdrawal from the program.

SP 351	Group Dynamics	3
BU 352	Human Behavior in Organizations	3
BU 354	Human Resource Development	3



BU 457	Employment Laws and Regulations	3
BU 356	Managerial Marketing	3
EC 356	Applied Economic Principles	3
BU 355	Accounting and Finance for Managers	3
BU 459	Management of Innovation and Technology	3
BU 460	Cross-Cultural International Business Communication	3
BU 461	Ethics in Management	3
BU 458	Application of Management Principles	3
BU 353W	Organizational Development and Change	3

## Organizational Management Courses

Note: Courses are limited to students enrolled in the organizational management degree-completion program through Whitworth Continuing Studies.

### BU 352 Human Behavior in Organizations 3

This course is designed to provide theoretical perspectives and empirical knowledge regarding human behavior as it relates to the organization. Emphasis on the impact and implications of individual values, perceptions, motivation, diversity, growth and development as it relates to organizational culture and expectations.

### BU 353W Organizational Development and Change 3

Course examines organizational theory, development and change from several different perspectives, or "frames": 1) structural, 2) human resources, 3) political, and 4) symbolic. Leadership and development of organizational strategies and objective setting will be explored.

### BU 354 Human Resource Development 3

Changes in our social and economic environment have resulted in changes in the management of an organization's human resources. This course is designed to provide a contemporary view of human resource management. Emphasis is placed on the basic function of human resource management, i.e. planning, recruitment, selection, training, performance appraisal, compensation, and union/management relations.

### BU 355 Accounting and Finance for Managers 3

Course will examine "the language of business" and provide an overview of the data-gathering, reporting and controlling processes in both the for-profit and the nonprofit organizations.

### BU 356 Managerial Marketing 3

A study of the working knowledge of marketing management and learning to think strategically and to apply marketing theory in a manner that aligns marketing initiatives with market opportunities. Students will be able to understand the functional strategies and marketing plans to optimize customer and organizational value. Prerequisite: none.

### EC 356 Applied Economic Principles 3

Course will explore national economic factors, the impact of government policy, and the driving force of all economic decision-making to analyze how and why consumers and businesses make the choices they do. Decision-making in light of scarce resources will be examined.

### BU 457 Employment Laws and Regulations 3

An exploration of employment legislation as it pertains to human resource policies and practices, including Affirmative Action, the Occupational Safety and Health Act, equal employment opportunity, unemployment, labor and industries, and workers' compensation laws.

**BU 458 Application of Management Principles**

3

This course provides the student an opportunity to explore and apply core management theories with an application orientation in regards to individual and group behavior, operational and strategic planning, different organizational structures, and performance measurement and control in a changing work environment.

**BU 459 Management of Innovation and Technology**

3

Examines information and skills needed by management to make effective and informed decisions in regard to technological issues. Components include technology literacy, technological innovations, and strategic technology management. Consideration is given to concepts, tools, perspectives and roles useful to the management of technology, strategy and innovation.

**BU 460 Cross-Cultural International Business Communication**

3

Explores the importance of constructive cross-cultural communication in the international business arena. Theories and applications of effective business communication will be covered and opportunities provided for students to enhance their professional skill.

**BU 461 Ethics in Management**

3

This course raises foundational issues in connection with ethical values, and applies those values in the context of organizations. Ethical principles and the process of application of those principles are addressed, integrating Christian principle with standard ethical inquiry.

**BU 473 International Human Resource Management**

3

Emphasis on comprehensive case analysis, presentation of special related topics and use of computer-assisted cases. Current issues covered in presentations by professionals in the field. Periodic offering.

**SP 351 Group Dynamics**

3

A focus on group behavior and on how group functioning affects organizational effectiveness. Emphasis on effective group processes for role clarification, decision-making, problem-solving, conflict resolution and group communications. Students develop communication strategies and application of concepts through completion of a small-group project. Periodic offering. Offered through Continuing Studies.

**Bachelor of Liberal Studies**

Terry Ratcliff (dean and director)

Whitworth's liberal studies degree is a bachelor's degree offered to adults as an alternative to traditional degree programs. The liberal studies degree builds on the strength of a liberal arts core curriculum, providing the adult student with a balanced and coherent study of the arts, humanities, and natural and social sciences. Whitworth's liberal studies program allows adult students to select courses that meet their individual goals and lifelong learning needs. Whitworth is dedicated to providing an academically excellent liberal arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.

Liberal studies students may not double-major, nor may they have other academic program minors posted to their transcripts.

The learning outcomes for all bachelor of liberal studies majors prepare the student to:

- Demonstrate proficiency in written and oral communication specific to their discipline;
- Demonstrate basic proficiency in computer usage, word processing and internet access;
- Demonstrate critical thinking skills required to excel in professional, personal, and other contexts.

## Required Courses for Majors in Liberal Studies

### CRIMINAL JUSTICE ADMINISTRATION (36)

The BLS-Criminal Justice Administration major builds on the learning outcomes students have achieved through completion of an Associate of Applied Science degree and/or professional experience. In addition to these outcomes, the Criminal Justice Administration major prepares students to:

- Understand and critically assess the historical and theoretical basis of criminal justice in the context of current practice.
- Demonstrate self-knowledge in the context of the criminal justice profession.
- Apply general theories and practice of administration and management.
- Understand ethical and legal issues specific to law enforcement, corrections, and security roles.
- Understand and articulate the role of public service in society.

BU 352	Human Behavior in Organizations	3
EC 345	Economics of Social Issues	3
PH 321W	Ethics-Social/Behavioral Studies	3
PO 320	American Political Process	3
PO 371	Introduction to Public Administration	3
SO 220	Race and Ethnicity	3
SO 283	Deviance, Crime and Criminal Justice	3
SO 370	Delinquency and Juvenile Justice	3
SP 351	Group Dynamics	3
Nine approved credits in related areas		9

### Program Management (36)

Learning outcomes of this major prepare the student to:

- Understand and apply general management theory and practice.
- Understand and apply governmental and non-profit accounting principles and their application in the non-profit organization.
- Apply general theories and practice of group communication.
- Understand ethical and legal issues specific to program management
- Demonstrate proficiency in grant writing and funding skills and processes.

BU 315	Funding and Grant Writing	3
BU 318	Applied Marketing	3
BU 330	Fund Accounting and Budget Management	3
BU 373	Human Resource Management	3
BU 374	Principles of Management	3
EC 345	Economics of Social Issues	3
PH 321W	Ethics-Social/Behavioral Studies	3
SP 351	Group Dynamics	3
Twelve approved credits in related areas		12

### Social Services (36)

Learning outcomes of this major prepare the student to:

- Understand and critically assess the historical and theoretical basis of social services in the context of current practice.

- Demonstrate self-knowledge in the context of the helping professions.
- Apply general theories and practice of group communication.
- Understand ethical and legal issues specific to social service engagement.
- Articulate the intersection between administration and social service practice.

BU 315	Funding and Grant Writing	3
EC 345	Economics of Social Issues	3
PO 320	American Political Process	3
SO 371	Introduction to Public Administration	3
SO 311W	Families and Society	3
SO 368	The Helping Process in Social Services	3
SO 425	Making Change: Social Intervention Strategies	3
SP 351	Group Dynamics	3
Twelve approved credits in related areas		12

### Humanities (45)

Learning outcomes of this major prepare the student to:

- Understand the human experience, thought, and values as provided by exposure to texts and varying academic disciplines.
- Explore various options for study and/or professional engagement.

Students have the opportunity to design their own academic program in consultation with an advisor. A minimum of 45 semester credits is required for the completion of the humanities major.

At least 30 credits must be from the following areas: art, communication studies, English, history, music, philosophy, theology, theatre

Up to 15 credits may be from either the above areas or from the social sciences: economics, political science, psychology, sociology

One of the above courses must be a writing-intensive course, designated by a “W” after the course number.

### Evening Teacher Certification and Bachelor of Arts in Elementary Education

Debbie Tully (director)

The mission of the Whitworth School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those they are called to serve.

The learning outcomes of this major prepare students to be:

#### Scholars

Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

#### Community Members

Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues

in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

## Effective Practitioners

Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making. They are committed to culturally responsive and relevant practices that engage students and are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational contexts in which they serve. They use formative and summative data as evidence for decision making. They are competent in using technology and other 21st century skills in the educational setting to improve their own practice and the learning of their students.

## Visionary Leaders

Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being that provides a framework guiding personal and professional decision making and development. The educators' practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

## Guardians

Educators of mind and heart act as advocates for children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, ability, ethnicity, race, culture, religion or socio-economic status brings to learning and the community. Educators understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher certification program in an accelerated evening and Saturday format. Students can earn a bachelor of arts degree in elementary education with teacher certification while those with a college degree can complete the requirements for certification only. Post-baccalaureate students can enroll in the-500 level of designated courses and apply up to 18 semester credits as electives if they are accepted into a Whitworth Graduate Studies in Education program within four years of ETC program completion.

## Admission Requirements

Students must first complete all continuing studies admission requirements to enroll in needed prerequisite or content coursework.

Additional requirements for admission to the School of Education and an evening teacher certification cohort include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities or a 3.0 minimum GPA in recent coursework at Whitworth;
- successful completion of EDE-202, Exploring Teaching, and the related field experience, EDE-203;
- technology proficiency
- passing scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B);
- a completed School of Education application packet.

## Certification Requirements

Academic requirements for a Washington state teaching certificate include the following:

- the cohort coursework, totaling 53 semester credits;



- 20 semester credits in an endorsable discipline;
- all prerequisite and content area requirements (see below);
- grades of "C" or better in all courses applicable to certification.

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth general requirements.

In addition, please see "Important Notes for all Undergraduate Teacher Education Students" on the School of Education (p. 100) homepage.

## Prerequisites and Content-Area Requirements

EDE 202	Exploring Teaching	2
EDE 203	Exploring Teaching: Field Experience	1
SS 101	Concepts in Social Science I	3
SS 102	Concepts in Social Sciences II	3
One Natural Science Course		3
One Physical Science Course		3

## Courses in the Evening Teacher Certification Cohort

### Year One (25-27)

EDE 204	Human Development and Learning	3
MA 220	Structure of Elementary Mathematics	3
EDE 320	Exceptional Learners and Inclusion	3
EDE 340	Instructional Methods and K-8 Social Studies	3
EDE 440	K-8 Reading Instruction	3
EDE 341	K-8 Mathematical Methods	2
EDE 441	K-8 Literacy Instruction	3
EDE 344	Literacy Practicum	1
EDE 343	K-8 Science Methods	3
EDE 335	Technology in Education	1-3

### Year Two (18-28)

EDE 471	Assessment and Accountability	2
EDE 473	Classroom Management	1
EDE 401W	Democracy, Leadership and Schooling	2
EDE 472	Professional Issues	1
EDE 360	Differentiated Instruction	2
EDE 367	Introduction to Intercultural Education	1
EDE 444	Instructional Strategies Practicum	1
EDE 345	Instruction in Movement and Fine Arts	3
EDE 474	Student Teaching Seminar	1
EDE 496	Directed Teaching K-8 Level	1-11
EDE 368	Intercultural Education Immersion	3

Select courses are also listed at the 500-level. See descriptions below. Post-baccalaureate students may apply these as electives upon admission to Whitworth's master's degree in elementary education program with the exception of Directed Teaching.

## Evening Teacher Certification Curriculum

The ETC program is offered in a cohort-based format in which a core group of approximately 20 students work collaboratively through each of the courses in sequence. Flexible scheduling of the practicum experiences allows students to complete these requirements near their place of business

during K-12 school hours. Within the final semester students will complete a full-time student-teaching practicum. Cohorts begin in August and February.

## Directed Teaching

Upon completion of professional education coursework, candidates complete a full-time student teaching internship in the schools under the guidance of an experienced mentor teacher and a university supervisor. Students develop a standard portfolio and a professional growth plan. Passing scores on the Washington State Performance Based Pedagogy Assessment and endorsement content test are required for certification. Prerequisites: completion of coursework for education major/certification, successful completion of Benchmark III requirements, and approval by the director of ETC. Candidates must apply during the semester prior to the actual experience.

EDE 493 Directed Teaching, Middle School and Special Education 1-11

EDE 494 Directed Teaching, High School and Special Education 1-11

EDE 496/596 Directed Teaching, K-8 Level 1-11

EDE 497/597 Directed Teaching, Middle School Level 1-11

EDE 498/598 Directed Teaching, High School Level 1-11

## Evening Teacher Cohort Courses

### EDE 202 Exploring Teaching

2

This course explores the history of education in the US, the profession of teaching, certification in Washington and the dispositions of successful teachers as identified by the Whitworth SOE conceptual framework.

### EDE 203 Exploring Teaching: Field Experience

1

Field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators, Washington state educational reforms and the connection between theories taught in EDE 202 and practical applications within K-12 classrooms.

### EDE 204 Human Development and Learning

3

Students study children and youth, with a focus on psychology in the classroom. Developmental aspects (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching and learning are examined.

### EDE 280 Field Study

1-4

### EDE 291 Independent Study

1-4

### EDE 320 Exceptional Learners and Inclusion

3

An overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. An emphasis will be placed on accommodations for high-incidence conditions. Development of individualized education programs and completion of a practicum experience. Cross-listed with EDE 520.

### EDE 335 Technology in Education

1-3

Prepares teacher candidates with technological knowledge and skills to increase productivity in instructional design, assessment, and communication; enhance student engagement; and promote active, meaningful learning for 21st century digital natives. Cross-listed with EDE 535.

**EDE 340 Instructional Methods and K-8****3****Social Studies**

Introduction to the theories and practices of elementary teaching through micro-teachings, integrated unit and lesson planning incorporating appropriate technology, and analysis of teaching/learning behaviors through the use of case studies. Focus on social-studies curriculum. Washington state standards, instruction, assessment, values-education and equity issues. Meets Whitworth's oral communication requirement. Cross-listed with EDE 350.

**EDE 341 K-8 Mathematical Methods****2**

Introduction to math curriculum, instruction, and assessment in the K-8 classroom. Development of lessons and unit plans based on best-practice research and Washington state standards. Prerequisite: MA 220.

**EDE 343 K-8 Science Methods****3**

Introduction to instruction and assessment of science at the elementary and middle levels. Emphasis on integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington state standards, conducting field trips, and safety considerations. Prerequisite: one college-level science course.

**EDE 344 Literacy Practicum****1**

Placement in an elementary or middle school classroom to observe and assist with reading and language-arts lessons modeled by classroom teachers. Candidates assess reading abilities of selected students.

**EDE 345 Instruction in Movement and Fine****3****Arts**

This course provides an overview of curriculum and methods for art, music, physical education, and theatre at the elementary education level. Coursework includes: Art-Workshop approach to develop knowledge about media, techniques, safety, developmental stages, and evaluation of art at the K-12 level. The focus is on the process of art. Movement and Music-Procedures and materials for teaching music and movement in the self-contained elementary classroom. Performance organization, teaching and observations emphasized. Physical Education-Current methods and materials for developing and teaching physical education and health activities to K-9 grade levels. Management, discipline and directed teaching are practiced. Theatre Students will learn the techniques of creative drama, story theatre, reader's theatre and improvisation and apply them to teaching situations.

**EDE 350 Integrated Instructional Methods:****3****Secondary**

Introduction to the theories and practices of interdisciplinary instruction through micro-teachings, integrated unit and lesson planning incorporating technology, and analysis of teaching/learning behaviors through the use of case studies. Focus on integrating curriculum from student's major and related content-areas. Addresses Washington state standards and GLEs, instructional methods, assessment, character education and equity issues. Meets Whitworth's oral communication requirement.

**EDE 351 Instructional Strategies Practicum****1**

Field placement in a middle or high school classroom to observe and assist with student instruction. Provides opportunity for developing competencies in teaching and assessing learning in a targeted endorsable content area. Cross-listed with EDE 444.

**EDE 360 Differentiated Instruction****2**

Focus on strategies for differentiating curriculum and instruction to meet the diverse needs of gifted, special needs, ESL, culturally diverse, and at-risk learners within today's inclusive classrooms. Differentiation by content, instruction and product will be explored. Cross-listed with EDE 560.

**EDE 367 Introduction to Intercultural Education**

1

Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students. Cross-listed with EDE 567.

**EDE 368 Intercultural Education Immersion**

2-3

Participation in an intercultural educational setting designed to deepen and broaden previous culturally based experiences. Classroom assignment includes observation, lesson planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. In addition, students are expected to immerse themselves in the life of the community in which they are placed. Prerequisite: EDE 367. Cross-listed with EDE 568.

**EDE 386 Readings**

1-3

To be approved by ETC director and arranged with course instructor.

**EDE 391 Independent Study**

1-4

To be approved by ETC director and arranged with course instructor.

**EDE 395 Teaching Assistantship**

1-4

To be approved by ETC director and arranged with course instructor.

**EDE 401W Democracy, Leadership and Schooling**

2

A capstone course to clarify spiritual, philosophical, social and educational convictions as they relate to the teaching profession. Students explore and translate worldview convictions to educational practice. Reflection and revision of personal philosophy of education and vision statement.

**EDE 440 K-8 Reading Instruction**

3

Processes of teaching reading: decoding, comprehension, fluency, vocabulary and word recognition. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Washington state and grade level equivalents. Cross-listed with EDE 540.

**EDE 441 K-8 Literacy Instruction**

3

Focus on instruction and assessment in the integrated language arts. Examination of commonly used instructional procedures, assessment of Washington state standards, and the writing process. Introduction to genres of children's literature and their cross-disciplinary integration. Cross-listed with EDE 541.

**EDE 444 Instructional Strategies Practicum**

1

Field placement in an elementary or middle school classroom to develop competencies in teaching and assessing learning in social studies, science and math. Cross-listed with EDE 351.

**EDE 446 Diagnosis and Treatment of Reading Disabilities**

3

Study and use of instruments to assess reading abilities and the diagnosis and treatment of specific reading disabilities. Candidates assess elementary students, identify reading problems, and design and implement a plan of remediation. Prerequisites: EDE 340/540 and EDE 440.

**EDE 471 Assessment and Accountability**

2

Assessment practices and issues in relation to student performance and professional accountability. Emphasis on best-practice research, performance-based assessment, Washington state standards, and using assessment as a tool for planning classroom instruction. Students will draft a positive impact plan. Cross-listed with EDE 571.

<b>EDE 472 Professional Issues</b>	<b>1</b>
Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching and parent/community relations.	
<b>EDE 473 Classroom Management</b>	<b>1</b>
Addresses theoretical and practical models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement. Cross-listed with EDE 573.	
<b>EDE 474 Student Teaching Seminar</b>	<b>1</b>
Exploration of issues in student teaching, professional portfolio development, preparation of comprehensive instructional plan, documentation of positive impact on student learning, certification and job placement. Cross-listed with EDE 574.	
<b>EDE 480 Field Study</b>	<b>1-4</b>
To be approved by ETC director and arranged by placement coordinator.	
<b>EDE 486 Readings</b>	<b>1-3</b>
To be approved by ETC director and arranged with course instructor.	
<b>EDE 491 Independent Study</b>	<b>1-4</b>
To be approved by ETC director and arranged with course instructor.	
<b>EDE 493 Directed Teaching, Middle School and Special Education</b>	<b>1-11</b>
See descriptor for EDE 496.	
<b>EDE 494 Directed Teaching, High School and Special Education</b>	<b>1-11</b>
See descriptor for EDE 496. This is a full-time internship in a high school classroom.	
<b>EDE 495 Teaching Assistantship</b>	<b>1-4</b>
<b>EDE 496 Directed Teaching K-8 Level</b>	<b>1-11</b>
Upon completion of professional education coursework, candidates complete a full time student teaching internship in a K-8 school under the guidance of an experienced mentor teacher and a university supervisor. Prerequisites: completion of coursework for elementary education major, successful completion of Benchmark III requirements, and approval by director of ETC. Candidates must apply during the semester prior to the actual experience. This full-time internship is in an elementary or middle school classroom. Student will team with mentor teacher to plan for, instruct, and assess student learning. Emphasis on socialization to management and professional activities within school culture.	
<b>EDE 497 Directed Teaching, Middle School Level</b>	<b>1-11</b>
See descriptor for EDE 496.	
<b>EDE 498 Directed Teaching, High School Level</b>	<b>1-11</b>
See descriptor for EDE 496. This is a full-time internship in a high school classroom.	



## Social Science Courses

### SS 101 Concepts in Social Science I

3

Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in U.S. History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skills" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI.

### SS 102 Concepts in Social Sciences II

3

Content is geared toward a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause and effect relationships in Pacific Northwest History. The social studies concepts of economics and civics are presented within this historical context. Guiding the content are the essential "knowledge and skill" for elementary teacher candidates as stated in the elementary endorsement competencies published by OSPI.

### ESS 301 Independent Study

To be approved by ETC. Contact your advisor for more information.

### ESS 302 Teaching Assistantship

To be approved by ETC. Contact your advisor for more information.

### ESS 400 Directed Teaching Middle School

Students will be assigned to a middle school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

Students will be assigned to a middle school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

### ESS 401 Directed Teaching High School

Students will be assigned to a high school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

Students will be assigned to a high school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

### ESS 402 Directed Teaching Middle School

Students will be assigned to a middle school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

Students will be assigned to a middle school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

Students will be assigned to a middle school classroom for a semester. They will be responsible for planning, teaching, and assessing student learning. This course is designed to provide students with a practical experience in the classroom.

# Graduate Programs

Whitworth offers the following master's degrees:

## Graduate Studies in Business (GSB)

School of Global Commerce & Management

gsb@whitworth.edu

John Hengesh, director

- Master of Business Administration (MBA)
- Master of Business Administration (MBA) in International Management
- Master of International Management

## Graduate Studies in Education (GSE)

School of Education

gse@whitworth.edu

Roberta Wilburn, director

- Master of Arts in Teaching, Gifted and Talented/Special Education
- Master of Education, Elementary or Secondary Education
- Master of Education in School Counseling/Clinical Mental Health Counseling
- Master of Education in School Administration/Administrative Leadership

## Master in Teaching Program (MIT)

School of Education

mit@whitworth.edu

David Cherry, director

## Master of Arts in Theology

theologyma@whitworth.edu

Tim Dolan, director

## Academic Policies for Graduate Programs

The following policies are effective for all graduate programs. Please note that each program may have additional policies listed under the specific program description located in other sections of this catalog.

## Academic Standards

1. Completion of all semester credits in approved courses, following a degree plan, is required for all master's degrees. This is in addition to any required prerequisites.
2. Six semester credits (or nine quarter credits) of approved graduate credit may be transferred from other colleges or universities for degree purposes in some master's programs. (Check with advisor.) Workshops, correspondence courses, seminars, video courses and independent studies may not be transferred in from another college or university; nor may a course be transferred in if a grade of "C" or lower, or a grade of "Pass" was assigned.
3. Master's degree and certification candidates must achieve a cumulative grade point average of at least 3.0 on a 4.0 scale for all courses taken as part of an approved graduate degree.
4. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Note: Programs may require higher than a C-; please see specific program descriptions. Courses in which a grade of "C-" or lower is earned, if required for the degree or certification program, must be repeated. Following any term/module in which a student's cumulative grade-point average is below 3.0, the student may

be placed on academic probation. The student will be dismissed from the graduate program if three grades of "C+" or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.

5. A grade of Incomplete ("I") is approved for regular courses only in emergency situations. Student and instructor sign an Incomplete Agreement indicating the reason for the grade. The Incomplete must be made up by six weeks into the following semester. If satisfactory progress is not made on completing the required work, an appropriate final grade will be awarded.
6. Incomplete ("I") grades are given for practicums, internships, research projects and thesis projects that extend beyond the term in which they are scheduled. Incomplete grades for practicums, internships and research projects must be completed within six months of issuance. If not, the student must re-enroll and pay tuition.
7. Credits toward a graduate degree must have been completed within six years of the matriculation.
8. A six-semester-credit course load qualifies a student as full time during each term (fall, spring, summer). A three-semester-credit course load qualifies a student for part-time status.

## Class Attendance

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses they do not attend are responsible for dropping the courses officially through the registrar's office. The consequence of not officially dropping a course is a "WW" (withdrew without permission) grade, which calculates as an "F" in the GPA. Students should contact the professor or teaching department if they plan to be absent any day during the first week of the semester/term. No person, other than a faculty member attending informally with the approval of the professor, may attend a Whitworth course in which that person has not been officially registered. A professor may allow a student to attend his or her class only if the student's name appears on the official class roster from the registrar's office. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## Active Status and Suspension

1. Students who take no courses leading to the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they are responsible for any new university or program requirements.
2. Students may be suspended, expelled, or placed on academic probation for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of respective program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.

## Appeals

1. The right of appeal, in the following order, is available for students who feel they have been unfairly graded:
  - A. the instructor of the course
  - B. the program director
  - C. the dean of the school or faculty chair
  - D. the associate dean of instruction (or his/her designee)
2. Appeals for suspension or expulsion
 

Discuss issue first with the program director; the right of appeal is available to all students if the appeal is presented in writing within three weeks of the incident, in the following order:

  - A. to the program director;

- B. to a committee composed of the dean of the school, director/chair of the program, and representatives of the program;
  - C. to the Educational Review Board.
3. Certification appeals (applies to GSE/MIT only)  
In cases where certification is refused, the student may also appeal to the Professional Education Standards Board.

## Graduation Procedures

Formal graduation takes place in mid-May. Students must file an application for graduation in the program graduate office by Nov. 1 in the academic year during which they will be completing their degree, in order to ensure that the student's name will appear in the graduation program. All coursework and program requirements must be completed by the end of the term prior to the degree-posting date. Degree audits are available through WhitNet. In some programs students may petition to participate in the May graduation ceremony if all requirements will not be completed by the end of spring semester; check with program directors for program specific requirements. Detailed graduation information is available on the commencement website. Whitworth University reserves the right to withhold transcripts and diplomas until all campus debts are settled.

# Graduate Studies in Business

## Graduate Studies in Business

The School of Global Commerce & Management comprises the department of economics & business, the organizational management program (a program for the adult learner seeking a baccalaureate degree), and the following graduate-degree programs: master of business administration (MBA), MBA in international management, and master of international management (MIM).

The School of Global Commerce & Management seeks to equip students, via a rigorous, collaborative, values-based education, to serve and lead successfully in business throughout the world.

**Vision in Action:** As part of our vision, the School of Global Commerce & Management students will have done the following by the time they obtain their graduate degrees:

- Received comprehensive training and education in global business management
- Developed an understanding of the nature and complexities of business decision-making in times of change and uncertainty
- Participated in an academic culture in which students learn through relational interaction with outstanding faculty who are highly qualified as scholars and practitioners, from each other, and from other stakeholders (alums and other business professionals) of the university through challenging, relevant and diverse teaching methods
- Joined top-quality students who are interested not only in becoming competent in traditional business disciplines, but in living lives of distinction and meaning as world citizens in an ever-changing, competitive environment
- Gained practical business experience through application, while developing essential communication, interpersonal and leadership, and critical-thinking skills
- Further developed character, integrity, and a capacity for ethical analysis and judgment, traits that are important to an increasingly complex, diverse and globalizing world
- Enhanced their value in the employment marketplace
- Connected to a worldwide alumni network

## Programs and Curricular Focus

The School of Global Commerce & Management is recognized as an academic leader in preparing graduate students to compete successfully in today's international marketplace. Our goal is to provide comprehensive training and education for the business leaders of tomorrow, based on the dynamic globalizing environment of business in the 21st century. Courses in finance, ethics, operations and project management, marketing, human resources, law and communications are designed to give students the business skill-sets needed to be competitive in the job market, while developing their intercultural intelligence and expanding their knowledge of world markets. Evening seminar-style courses offer students the choice of full- or part-time study. Full-time enrollment of two courses per each six-week module provides students the opportunity to earn an MBA or MIM degree in 12 months. Part-time enrollment allows a student to take only one course each module and still complete his or her degree in less than two years.

### Faculty

Faculty members are active in the fields of global business and management studies, and they bring practical business and cross-cultural experience to the classroom. Faculty members engage in research and consulting for governments and corporations locally and throughout the world. Qualified business practitioners from the community bring added expertise and experience to the classroom through special courses, guest lectures, and supervision of internships, special projects, and business-plan development.

## Application Procedures and Admission Criteria

Due to the graduate programs' unique eight-module design, students may apply for admission throughout the year.

Admission decisions are based on an applicant's undergraduate academic record, recommendations, prior experience, graduate examination (GMAT or GRE) score, and approved English-language exam



(TOEFL) score for students whose native language is not English. Students may also be invited for an interview.

The following guidelines apply:

- Transfer courses from other graduate programs will be assessed; typically, only six semester credits, or 10 quarter credits, will be considered for transfer as a student enters the MIM or MBA program.
- A TOEFL score of at least 213 (550 computer-based or 79 Internet-based TOEFL) or a 6.5 IELTS score is required for students who are not native speakers of English, unless a student has received a bachelor's degree from an accredited U.S. college or university.
- A minimum GMAT score of 500 or a minimum GRE score of 970 is generally required for admission to the MBA or MIM programs. However, the committee takes a holistic perspective in its review. Appropriate consideration is given to all components of the application packet.
- All applicants must hold a bachelor's degree from a regionally accredited college or university. Students holding a bachelor's degree, or its equivalent, from a college or university outside of the United States may be asked to submit their transcripts to an independent transcript-evaluation agency for review.

## Prerequisites

Undergraduate introductory courses in the following disciplines are generally required for admission to the MBA, MIM, and MBA in international management programs. Applicable work experience can be applied after review:

- Accounting
- Microeconomics
- Macroeconomics
- Marketing
- Statistics
- Finance

## Application Procedures

Submit the following:

- MIM or MBA Application for Admission
- \$35 (U.S.) non-refundable application fee (please make checks payable to Whitworth University)
- One-page, typed essay stating your purpose for wanting to enter the MIM or MBA program. Please explain how this relates to your short-term and long-term goals.
- Two complete recommendation forms from persons who have worked closely with you and are familiar with your academic and/or professional background
- Official transcripts from all colleges or universities you are now attending or have previously attended. Photocopies/unofficial copies will not be accepted. Originals must be sent to the Graduate Studies Admissions Office at Whitworth University directly from the granting college or university registrar.
- Official GRE or GMAT score reports sent directly to the Graduate Studies Admissions Office at Whitworth University. The Whitworth University code is 4953.
- Personal résumé that highlights your work experience, significant achievements and responsibilities

Non-U.S. citizens must also include the following:

- Official TOEFL score report sent directly to the Graduate Studies Admissions Office at Whitworth University from the Educational Testing Service. To request your TOEFL score, contact TOEFL, Box-6153, Princeton, NJ-08541-6153 USA. This score is required of all non-native English speakers. For general information, write to TOEFL, Box-6151, Princeton, NJ-08541-6151 USA.

- Completed International Student Financial Statement form with supporting verification documents (including evidence of adequate available financial resources to attend Whitworth)
- An affidavit of financial support is required from students whose financial resources are supplemented in part or wholly by someone other than themselves.

Non-degree-seeking students may be asked to meet the same requirements expected of degree candidates. Class enrollment is on a space-available basis, giving priority to degree-seeking students. Non-matriculating students are generally limited to six credits in the MIM or MBA program before being expected to apply for admission.

International Students: In some cases, additional English-language study may be recommended, although such coursework does not apply toward the MIM or MBA degree.

## Academic Policies

### Academic Standards

1. Documentation of experience will be required of anyone petitioning to substitute experience for prerequisites.
2. To be considered a full-time student in the MIM or MBA programs, a student must complete at least six credits within the academic semester at the university. International students are required to be enrolled for each module to maintain full-time status in compliance with immigration guidelines.
3. A student may apply six semester credits of MIM or MBA coursework taken as a non-degree enrollee for completion of the degree. After completion of at least two courses with non-degree status, the student is encouraged to submit a formal application for degree standing.

### Registration

1. Registration every semester is based on a program plan that each student will pursue following admission into his or her program.
2. A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:
  - First week: 100 percent
  - Second week: 80 percent
3. No refunds are given after the third week of class. If you receive a 100-percent refund and have already received the books for the course, you will be responsible for paying back the cost of the books.

### Features of the GSB Programs:

- Unique one or two year program.
- Courses taught by Whitworth faculty and area business professionals.
- Textbooks included in tuition.
- Prepares students with a range of managerial and financial competencies required by today's employers.
- Small, evening seminar-style classes.
- Foreign language instruction is offered in small groups focusing on business vocabulary at advanced levels.

## MBA Degree Requirements (38)

MB 501	Organizational Behavior and Leadership	3
MB 502	Managerial Economics	2

MB 505	Managerial Accounting	3
MB 506	Business and Organizational Ethics	2
MB 510	Corporate Finance I	2
MB 513	Operations and Project Management	3
MB 514	Corporate Finance II	2
MB 517	Managerial Statistics and Decision Models	3
MB 518	Intercultural Business Communications	2
MB 521	Political Environments for Business	2
MB 522	International Economics	2
MB 525	International Transactional Law	3
MB 526	Integrated Marketing Strategies	2
MB 529	Global Strategic Management	3
MB 530	Entrepreneurship Business Plan Development	2
MB 535	International Human Resource Management	2

### MIM Degree Requirements (38)

MB 501	Organizational Behavior and Leadership	3
MB 506	Business and Organizational Ethics	2
MB 513	Operations and Project Management	3
MB 517	Managerial Statistics and Decision Models	3
MB 518	Intercultural Business Communications	2
MB 521	Political Environments for Business	2
MB 522	International Economics	2
MB 525	International Transactional Law	3
MB 526	Integrated Marketing Strategies	2
MB 529	Global Strategic Management	3
MB 530	Entrepreneurship Business Plan Development	2
MB 535	International Human Resource Management	2
IM 540-545	(Foreign Language for Managers)	9

### MBA in International Management Degree Requirements (47)

MB 501	Organizational Behavior and Leadership	3
MB 502	Managerial Economics	2
MB 505	Managerial Accounting	3
MB 506	Business and Organizational Ethics	2
MB 510	Corporate Finance I	2
MB 513	Operations and Project Management	3
MB 514	Corporate Finance II	2
MB 517	Managerial Statistics and Decision Models	3
MB 518	Intercultural Business Communications	2
MB 521	Political Environments for Business	2
MB 522	International Economics	2
MB 525	International Transactional Law	3
MB 526	Integrated Marketing Strategies	2
MB 529	Global Strategic Management	3

MB 530	Entrepreneurship Business Plan Development	2
MB 535	International Human Resource Management	2
IM 540-545	(Foreign Language for Managers)	9

## Business Administration Courses

### MB 501 Organizational Behavior and Leadership 3

This course includes practical issues of leadership and management in the context of different cultures. Topics include leadership dynamics, group motivation, architecture of organizations, and comparative management techniques based on the patterns of organizational behavior in the U.S. and other countries.

### MB 502 Managerial Economics 2

This course surveys the fundamental principles of microeconomics and illustrates how these principles apply to managerial decision-making. It analyzes how firms make decisions based on their profit potential. Case studies and other applications to real-world industries are key elements of the course.

### MB 505 Managerial Accounting 3

This course will focus on managerial decision-making and internal reporting using accounting information and various analytical tools. Current issues in managerial accounting as well as case analysis will be integral components of this course.

### MB 506 Business and Organizational Ethics 2

This course explores ethical implications of practices in modern and traditional societies. Value issues relating to compensation, advertising and sales, quality control, environmental standards, community involvement and philanthropy, truthfulness and censorship are emphasized.

### MB 510 Corporate Finance I 2

This course covers corporate capital structures, including weighted-average cost of capital and its effect on net present value, internal rate of return and other capital budgeting tools. Other topics will include basic corporate treasury operations: financing instruments, cash management, executive compensation, corporate dividend policies, repurchases of stock/debt, and dealing with rating agencies.

### MB 513 Operations and Project Management 3

This course covers some of the basic issues related to and a tool used for managing projects in organizations and provides the opportunity for a real-world application of the tools and concepts comprising project management. Topics covered in this course range from operations strategy, process planning and analysis, quality management, supply chain management, service profit chain, forecasting, and logistics management. Students will develop an understanding of the strategic importance of operations and how operations can provide a competitive advantage in the marketplace.

### MB 514 Corporate Finance II 2

Topics to be covered in this course are the financial effects and outcomes of mergers and acquisitions (including dilution), managing foreign currency operations, hedging, IPOs, private equity funding, bankruptcy, taxation, and venture capital markets.

### MB 517 Managerial Statistics and Decision Models 3

This special topics course offers an examination of the role of research in managerial and organizational planning and decision-making, including various research approaches and designs. Methodologies, techniques, and examples that aid in sound strategic management practices will be reviewed.

- MB 518 Intercultural Business Communications** 2  
This course is designed to fine-tune skills in communication within the culture of international business. Exploration of the meaning of "culture" and practical strategies on how to communicate and work more effectively with people from other cultures is emphasized.
- MB 521 Political Environments for Business** 2  
Study of the structure of domestic and international political, economic and legal systems important to analyzing country and political risk for business.
- MB 522 International Economics** 2  
Theory and comparative study of economic growth and development in third-world countries; roles of government, private sector, non-government organizations and international agencies in economic development; practical training in project evaluation.
- MB 525 International Transactional Law** 3  
Development of a working and conceptual knowledge of international law. Includes relevant ethical, moral, social and political issues.
- MB 526 Integrated Marketing Strategies** 2  
Managerial marketing concepts applied in industrialized countries. Global marketing activities related to both strategic and tactical solutions. Consideration of initial entry phase to expansion and global rationalization for both large and small entities. Class interaction will occur through market/product analysis projects and case studies.
- MB 529 Global Strategic Management** 3  
This capstone course focuses on case studies, simulations, and lecture/presentations to help understand the changing dynamics of strategy. Implementation for large and small business entities will be examined. The balance of global scale efficiency, target market responsiveness, and worldwide innovation will be analyzed.
- MB 530 Entrepreneurship Business Plan Development** 2  
A practical experience whereby students develop business plans for existing and new businesses.
- MB 535 International Human Resource Management** 2  
This course provides an extensive understanding of the factors underlying human resource management. Emphasis is placed on the impact of international changes and trends that will affect human resource practices. Topic areas include multi-national organization considerations for planning, recruitment, selection, training, performance appraisal, compensation and union/management relations.
- MB 590 Internship** 1-4  
Overseas or local internships are arranged through a student advisor.
- MB 591 Independent Study** 1-4
- MB 596 Topics in Graduate Studies** 1-3  
Selected topics for Graduate Studies in Business.



## International Management Courses

- IM 540 Elementary Language for Managers I** 2  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 541 Elementary Language for Managers II** 1  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 542 Intermediate Language for Managers I** 2  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 543 Intermediate Language for Managers II** 1  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 544 Advanced Language for Managers I** 2  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 545 Advanced Language for Managers II** 1  
Specialized language course gives attention to business and professional vocabulary and emphasize speaking, listening, reading and writing skills. Business projects in the target language will be assigned. Placement test determines language level.
- IM 581 International Business Abroad** 3  
International studies in business are arranged through a student advisor.
- IM 590 Internship** 2-4  
Overseas or local internships are arranged through a student advisor.
- IM 591 Independent Study** 1-3
- IM 595 Teaching Assistant** 1-3
- IM 596 Topics in Global Management** 1-3  
Selected topics for Graduate Studies in Business.

# Graduate Studies in Education

## **SPECIAL EDUCATION ENDORSEMENT (0-12)**

Completion of the prerequisite courses and the M.A.T. required special education courses and field experiences will prepare a candidate for an endorsement in Special Education (P-12). Please see the special education coordinator for advising.

## **EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT (P-3)**

Completion of the endorsement in special education, combined with two additional courses – EDS 534 Early Speech, Language and Literacy and EDS 538 Early Intervention Interdisciplinary Method (or equivalent coursework) – and an advanced practicum in an early intervention or preschool special education setting will prepare a candidate for an endorsement in early childhood special education (P-3). Please see the special education coordinator for advising.

## **DEAF EDUCATION SPECIALTY ENDORSEMENT (P-12)**

Completion of the endorsement in special education combined with a set of required courses from Spokane Falls Community College's Interpreters Program (or equivalent coursework), EDS 534 Early Speech, Language and Literacy, and an advanced practicum in a deaf education setting will prepare a candidate for a specialty endorsement in deaf education (P-12). Please see the special education coordinator for a transcript evaluation and advising.

## **SPECIALTY ENDORSEMENT IN TEACHING THE GIFTED**

The specialty endorsement in teaching the gifted can be obtained while earning the master of arts in teaching degree, emphasis in gifted and talented (M.A.T./GT). It can also be earned separately in an 11-credit program, including a field study and a culminating portfolio. Please contact the Whitworth Center for Gifted Education in the Graduate Studies in Education Department for advising.

## **Certification**

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University programs lead to Washington certification. For certification in another state, the applicant will need to contact the office of the superintendent of public instruction in that state to secure the certification requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Education Standards Board. Therefore, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the Whitworth Office of Graduate Studies in Education at 509.777.3228 for further details.

The Whitworth Educational Certification and Career Services Office is located in Dixon Hall. For assistance with any of the following items, please call 509.777.4405 or 509.777.4406.

## **Services Provided by Educational Certification and Career Services**

- Administrative certification: principal endorsed
- Educational staff associate certification: school counselor endorsed
- Continuing and professional teacher certification
- Placement files: creating, updating, and mailing
- Career Service Information:
  - Career fairs
  - Résumé and cover letters
  - Current job listings
  - On-campus visits

## Advising

Call the Whitworth Office of Graduate Studies in Education, 509.777.3228, for an appointment to discuss the various programs. An advisor will be assigned to assist you.

## Admission Policies

1. No more than six semester credits should be taken prior to admission to GSE, as there is no guarantee they will count toward a graduate degree.
2. Complete an application packet by the following dates: for fall semester, July 1; for spring semester, Nov. 1; for summer semester, April 1.
3. There are two levels of admission, as follows:
  - Full admission: cumulative grade point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
  - Restricted admission: cumulative grade point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
4. Applicants are expected to earn a score at the 25th percentile or higher on the verbal, quantitative, and analogies portions of the Graduate Record Exam or the Miller Analogy Test or to provide documented evidence of their ability to succeed in graduate school. This would include a statistics course and demonstrated graduate-level writing ability.
5. Applicants must hold a bachelor's degree from a regionally accredited college or university.
6. Completion/concurrent enrollment in a teacher-education program is required for all School of Education master's degree and certification programs except for MIT, M.A./M.Ed. counseling (school or community agency); and M.Ed. in administrative leadership. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission to GSE. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process to GSE is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in the character-and-fitness supplement, Whitworth may deny admission to any individual applying to GSE. Applicants with suspended or revoked educational certificates (teacher, counselor, principal, psychologist or other) for a program leading to state certification will not be processed for admission to GSE until such certificates have been reinstated. This includes certificates from other states, as well as from Washington.
9. For international students, the TOEFL test or the GRE is required prior to admission. The minimum score accepted on the TOEFL is 550. Testing is also done in English and in math, prior to the student's graduate coursework, to determine any necessary prerequisites that need to be written into the degree plan. International students must provide proof of adequate financial resources for graduate study prior to admission.
10. Special education applicants will be interviewed.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

## Academic Policies for Graduate Education Programs

### Academic Standards

1. All GSE students are required to complete the Whitworth University Computer Assessment Tool (WUCAT) upon entering the program; each student has one year to pass all parts of the exam for full admission into his or her program.

- Whitworth GSE offers independent studies (EDA/EDU/EDC/EDG/EDS-591) that may be taken on a tutorial basis. GSE approval is based upon the following criteria: No regular course covers the project materials, and a designated faculty member agrees to supervise the study (with a limit of two such studies during a student's entire program). Students are to submit proposals with the signatures of the faculty supervisor and the director/department chair to the GSE office by registration of the term in which the study will be taken.

## Admission and Expulsion

- Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they may be responsible for any new university or program requirements.
- Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
- Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
- Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## General Guidelines

- Whitworth Graduate Studies in Education students may register in the GSE office in Dixon Hall. Tuition is paid through student accounting services in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.
- Check with your advisor each term for preregistration advising and for exit requirements.
- Online registration is available after a student's first term, with advisor clearance.

## Master of Arts in Teaching

### Master of Arts in Teaching, Gifted and Talented (M.A.T.)

*Kathryn Picanco (program director)*

This program is designed to train teachers of gifted and talented students and mainstream classroom teachers to evaluate and utilize appropriate current trends and research ideas, develop differentiated curriculum for all students, and individualize instruction to meet the needs of each child. All required gifted and talented courses are offered online.

The Washington state specialty endorsement in teaching the gifted is available at Whitworth University. Contact the director of the Center for Gifted Education for a transcript evaluation and advising.

### M.A.T. Gifted and Talented (34)

#### Prerequisites:

Statistics

WUCAT

#### Required core courses:

EDU 501	Advanced Educational Psychology	3
EDU 502	Curriculum Development	3
EDU 515	Educational Research	4
EDU 550	Core: Milestones in Education	3

#### Required gifted and talented courses:

EDG 551	Nature and Needs of the Gifted Learner	3
EDG 552	Teaching for Independence and Responsibility	2-3

or EDG 571	Teaching the Underachiever	
EDG 553	Creativity and Analytical Thinking	3
EDG 554	Strategies and Instructional Models for Challenging Bright Students	3
Complete one of the following:		3
EDG 581	Practicum/Field Study: Gifted and Talented	
EDG 596	Graduate Research Project	
Approved electives:		
Six to seven semester credits of approved Whitworth gifted and talented classes and professional development classes. Other electives must be approved by the academic advisor.		6-7
Successful completion of the following:		
EDG 597	Comprehensive Exam (Comprehensive)	

### Specialty Endorsement in Teaching the Gifted

The specialty endorsement in teaching the gifted can be obtained while earning the Master of Arts in Teaching, Emphasis in Gifted and Talented (M.A.T./GT). It can also be earned separately in an 11-credit program, including a field study and a culminating portfolio. Please contact the Center for Gifted Education in the Graduate Studies in Education department for advising.

A variety of graduate-level short courses on topics of interest in gifted education, professional development, and general education are offered. Both on campus and on-line offerings are available. Descriptions are available through the center for Gifted Education & Professional Development.

### Master of Arts in Teaching Special Education (M.A.T.)

*Betty Fry Williams (program coordinator)*

This program is designed to extend the skills and knowledge of teachers who wish to work with exceptional children and youth. It emphasizes curriculum needs of pupils rather than disability categories. The program can accommodate teachers who are seeking to complete their endorsement in special education under the new Washington state requirements. It is also intended to provide graduate-level specialized training for teachers who are already endorsed in special education. The program prepares teachers to understand inclusion (working with exceptional children in the regular classroom), as well as to work with special-needs learners in resource rooms or self-contained settings.

Prerequisite competencies are required. Transfer classes (graduate or undergraduate) may be accepted in place of the following courses, but any substitutions must be individually evaluated. The following courses, with the exception of field experiences, may be taken at Whitworth as part of the graduate electives required:

Possible Special Education Electives:

EDS 520	Exceptional Learners and Inclusion	3
EDS 521	Intervention for Behavior and Motivation	3
EDS 522	Assessment and Individualized Education Program (IEP) Planning	3
EDS 523	Intervention for Academic Learning Problems	3

### M.A.T. in Special Education (37)

Prerequisites:

Statistics

WUCAT

Required core courses:

EDU 501	Advanced Educational Psychology	3
EDU 502	Curriculum Development	3
EDU 515	Educational Research	4
EDU 550	Core: Milestones in Education	3

Required special education courses:

EDS 524	Early Intervention for Special Education	3
EDS 526	Intervention for Severe Communication, Sensory and Physical Problems	3



EDS 530	Intervention for Autism Spectrum Disorder	3
EDS 536	Intervention through Positive Behavior Support	3
Required field experience (at alternate level to prerequisite experience):		
(Take either EDS 581 plus EDS 583 or EDS 582 plus EDS 584)		5
EDS 581 & EDS 583	Practicum: Special Education, Early Childhood/K-8 and Advanced Practicum: Special Education, Early Childhood/K-8	
EDS 582 & EDS 584	Practicum: Special Education, Middle/High School and Advanced Practicum: Special Education, Middle/High School	
Complete six credits from the following:		6
EDS 534	Early Speech, Language and Literacy	
EDS 538	Early Intervention Interdisciplinary Method	
EDG 551	Nature and Needs of the Gifted Learner	
EDS 501	Introduction to Sign Language and the Deaf	
EDU 546	Diagnosis and Treatment of Reading Diff. Disabilities	
Complete the following exit requirement:		0
EDS 595	Exit Project	1

*Note: Special education endorsement is also possible without completion of the master's degree. Students must pass the WEST-E to receive an endorsement. Check with the special education coordinator for information.*

## Master of Education

*Alison Olzendam (program coordinator)*

### M.Ed. in Educational Administration (37)

Prerequisite:		
Statistics		
WUCAT		
Core courses:		
EDU 501	Advanced Educational Psychology	3
EDU 515	Educational Research	4
EDU 550	Core: Milestones in Education	3
Required administration courses:		
EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4
EDA 520	Legal & Policy Foundations	3
EDA 521	Public School Finance	2
Completion of the following:		
EDA 581	Internship I: Administration, P-12	3
EDA 582	Internship II: Administration, P-12	3
Internships cannot begin until completion of academic coursework and recommendation by the Professional Education Advisory Board.		
Note: All internships begin in the fall of the school year. The internship competencies will be based on the Interstate School Leaders Licensure Consortium Standards. A notebook that details required competencies is provided. The internship includes 540 hours and the opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.		
EDU 597	Exit Exam/Project	0

Out-of-Spokane-area students: Normally, the university is able to supervise students who work within a reasonable distance of Whitworth. While it is possible for students to complete most of their

academic coursework during the summer terms, the administrative internship is completed at the candidate's school during the academic year. Therefore, an administrative internship is appropriate only when the candidate is close enough for adequate university supervision, when a certified school principal is available to be the on-site supervisor, and when the candidate can meet with the administrative PEAB. The candidate should discuss this thoroughly with his or her advisor when considering applying to a program carrying state certification.

## Certification: School Administration (27)

Residency Administrator Certificate (P-12 Principal)

Required administration courses:

EDA 540	Effective Leadership and Organization	4
EDA 541	Instructional Leadership for School Improvement	4
EDA 542	Building Community	4
EDA 543	Visionary and Moral Leadership	4
EDA 520	Legal & Policy Foundations	3
EDA 521	Public School Finance	2

Completion of the following:

EDA 581	Internship I: Administration, P-12	3
EDA 582	Internship II: Administration, P-12	3

Observation at alternate level will be included during internships.

Successful completion of the following:

EDU 597	Exit Exam/Project
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This program is for potential principals/program directors in public or private (P-12) schools. Each candidate must have appropriate evaluations/references on file in the GSE office before admission is approved and must schedule a conference with the coordinator of the educational administrative program. The program carries with it competency-based certification with recommendations from the Administrative Professional Education Advisory Board. This board is composed of representatives of the Association of Washington School Principals, Washington Association of School Administrators, Washington Education Association and Whitworth University.

**Experience Requirement:** Candidates must hold or have held a valid teacher's certificate or a valid educational staff associate certificate, and must have demonstrated successful school-based experience in an instructional role with students.

**Certification at the Residency Level:** Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for P-12 administration. The certification program is also available for teachers or counselors who have already completed a master's-degree program.

**Professional Administrator's Certificate:** Requires verification of 540 days of service as a principal, vice principal or assistant principal with satisfactory district evaluations. This requirement is subject to change by the superintendent of public instruction.

**Note:** A course that covers abuse and neglect of children is required for the professional teacher certificate and professional administrator's certificate. Check with the certification office at 509.777.4406.

## M.Ed. in Administrative Leadership (36)

*Roberta Wilburn, (program coordinator)*

This program is for potential administrators in settings not requiring principalship certification. (Examples: educational service districts, private schools, special education settings and community colleges and other higher education settings.)

## M.Ed. in Administrative Leadership (36)

Prerequisite:

Statistics

WUCAT

Required core courses:

EDA 511	Orientation to Leadership	1
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EDA 512	Visionary and Moral Leadership	3
EDA 515	Organizational Management	2
EDA 516	Building Community	3
EDA 517	Moral Leadership in a Democratic Society	3
Required Administration Courses:		
EDA 501	Organizational Behavior and Leadership	3
EDA 506	Business and Organizational Ethics	2
EDA 518	Intercultural Business Communications	2
EDA 531	Administrative and Instructional Practices in Higher Education	3
EDU 515	Educational Research	4
EDU 5..	Elective, minimum of 4 semester credits	4
Completion of the following:		
EDA 588	Internship I: Administrative Leadership	3
EDA 589	Internship II: Administrative Leadership	3
Successful completion of the following:		
EDU 597	Exit Exam/Project	0

The courses in the Administrative Leadership program are subject to change due to program updates. Please check with your advisor for current course offerings.

## Master of Education in Secondary Education (M.Ed.)

*Alison Olzendam, elementary and secondary education (program coordinator)*

### M.Ed., Elementary or Secondary Education (34)

#### Prerequisites:

Statistics

WUCAT

#### Required core courses:

EDU 501	Advanced Educational Psychology	3
EDU 502	Curriculum Development	3
EDU 515	Educational Research	4
EDU 550	Core: Milestones in Education	3

#### Electives:

Electives chosen with the assistance of the academic advisor to meet individual professional goals at either the elementary or secondary level may be taken from EDU, EDA, EDG, EDS and some EDC courses may include up to six semester credits of approved graduate-level Whitworth short courses. Secondary candidates may take up to six semester credits in 400-level courses in their content area

The completion of one of the following: 3

EDU 596	Graduate Research Project (3)
EDU 598A & EDU 598B	Thesis and Thesis (6)

(Take three semester credits fewer in elective courses if EDU 598A and B is completed.)

#### Successful completion of the following:

EDU 597	Exit Exam/Project
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*Note: A technology component will be added to these programs as soon as appropriate approval is in place.*

*The courses in the Elementary and Secondary education programs are subject to change due to program updates. Please check with your advisor for current course offerings.*

## Endorsements

Graduate-level English language learners (ELL), reading, and special education endorsement courses may be applied toward the 18 elective courses required in the M.Ed. in elementary education or M.Ed. in secondary education. Some courses in the specialty endorsement in teaching the gifted

program courses may be applied to Graduate Studies in Education programs. Consult your academic advisor for additional information.

### Evening Teacher Certification Program

Evening Teacher Certification Program courses taken at the graduate level may be applied to the M.Ed. in elementary education or the M.Ed. in secondary education. Consult academic advisor for additional information.

### Master of Arts School Counseling (M.A.)

### Master of Education School Counseling (M.Ed.)

*Roberta Wilburn, (program coordinator)*

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary and secondary school levels. Students living beyond 50 miles of Spokane will be responsible for paying mileage fee for supervision.

### M.A. School Counseling (59)

\*Additional hours required for Thesis

### M.Ed. School Counseling (53)

#### Prerequisites:

Statistics

EDC 515

Orientation to Schools

Exceptional Learners and Inclusion (for non-teachers)

WUCAT

#### Required Courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Life Span	3
EDC 503	Social and Cultural Considerations in Counseling (Prerequisite before taking EDC 506)	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Measurement and Evaluation	2
EDC 509	Research for Counselors	3
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling (to be taken concurrently with EDC 512L; prerequisite: full admission)	3
EDC 521	Psychoeducational Assessment	2
EDC 535	Introduction to Chemical Dependency	2
EDU 550	Core: Milestones in Education	3
EDC 522	Role and Function of the School Counselor (to be taken concurrently with EDC 583)	3
EDC 523	Legal and Ethical Considerations in School Counseling (to be taken concurrently with EDC 581)	1

#### Completion of the following clinical experiences:

EDC 581	School Counseling Practicum	5
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Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506 (2) Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers

EDC 583	Counseling Internship I: School	4
EDC 584	Counseling Internship II: School	4

#### Completion of the following:

(To be taken during EDC 583 and EDC 584)

EDC 596A	Graduate Action Research Project	0
EDC 596B	Graduate Action Research Project	0
*M.A. candidates must complete the following thesis:		
EDC 598A	Graduate Thesis	
EDC 598B	Graduate Thesis	
EDC 597	Exit Exam	0
EDC 599	Master's Oral Examination	0

## Certification: Residency Educational Staff Associate (50)

(School Counselor P-12)

Prerequisites:

EDC 515	Orientation to Schools
Exceptional Learners and Inclusion (for non-teachers)	
WUCAT	

Required core course:

EDU 550	Core: Milestones in Education	3
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Required counseling courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Life Span	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Measurement and Evaluation	2
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling (to be taken concurrently with EDC 512L; prerequisite: full admission)	3
EDC 521	Psychoeducational Assessment	2
EDC 522	Role and Function of the School Counselor	3
EDC 523	Legal and Ethical Considerations in School Counseling (to be taken concurrently with EDC 581)	1
EDC 535	Introduction to Chemical Dependency	2
EDC 581	School Counseling Practicum	5

Student registers for the practicum after recommendation from the Counselor Professional Education Advisory Board and FBI clearance for non-teachers.

Completion of the following internships:

EDC 583	Counseling Internship I: School	4
EDC 584	Counseling Internship II: School	4

Successful completion of the following:

EDC 597	Exit Exam
EDC 599	Master's Oral Examination

The courses in the School Counseling program are subject to change due to program updates. Please check with your advisor for current course offerings.

## M.A. Clinical Mental Health Counseling (60)

\*Additional hours required for Thesis

## M.Ed. Clinical Mental Health Counseling (54)

This program is designed for preparation of clinical mental health counselors who serve in a variety of public, private, and church settings.

Prerequisites:



## Abnormal Psychology/Psychopathology

## Statistics

## WUCAT

## Required Courses:

EDC 501	Orientation to Professional Counseling	3
EDC 502	Development Across the Life Span	3
EDC 503	Social and Cultural Considerations in Counseling	3
EDC 504	Counseling Theories	3
EDC 505	Career Development and Counseling	3
EDC 506	Consultation in the Helping Professions	3
EDC 507	Measurement and Evaluation	2
EDC 509	Research for Counselors	3
EDC 531	Working in Community Agency Settings	3
EDC 511	The Counseling Process (Prerequisites: EDC 501 and EDC 504)	3
EDC 512	Introduction to Group Counseling (Prerequisite: full admission; to be taken concurrently with EDC 512L)	3
EDC 532	Appraisal and Treatment of Individuals	3
EDC 535	Introduction to Chemical Dependency	2
EDC 500	Topics in Counseling	3
EDC 582	Community-Agency Counseling Practicum (Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506; (2) Permission of program faculty)	5
EDC 533	Legal and Ethical Considerations in Counseling	1
Completion of the following clinical experiences:		
Take eight credits in the following courses:		8
EDC 585	Counseling Internship I: Community Agency (Prerequisites: (1) Completion of EDC 582; (2) Permission of program faculty)	
EDC 586	Counseling Internship II: Community Agency (Prerequisite: Completion of EDC 585)	
The completion of the following:		
EDC 596A	Graduate Action Research Project	
EDC 596B	Graduate Action Research Project	
(to be taken during EDC 585 and EDC 586)		
*M.A. candidates must complete the following thesis:		
EDC 598A	Graduate Thesis	
EDC 598B	Graduate Thesis	
M.Ed. candidates complete the following:		
EDC 597	Exit Exam	0

The courses in the Clinical Mental Health Counseling program are subject to change due to program updates. Please check with your advisor for current course offerings

## Master in Teaching Program

[www.whitworth.edu/mit](http://www.whitworth.edu/mit)

[mit@whitworth.edu](mailto:mit@whitworth.edu)

### Elementary Level — 54-58 Semester Credits

### Secondary Level — 48-50 Semester Credits

The Whitworth Master in Teaching (MIT) Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide

schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Those pursuing this option include professionals who are changing careers, those who are re-entering the work force, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher education level and the K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher certification and master's degree program extends over 13 months of full-time coursework and a year-long school practicum. This rigorous program is characterized by 1) integration of academic work with an ongoing field experience; 2) programmatic coherence both from course to course and from on-campus to field work; 3) systematic study of classroom practice; and 4) individual self-reflection and renewal. All teacher candidates design a teacher work sample (TWS). Through this performance assessment, MIT candidates provide credible evidence of their ability to facilitate and improve student learning. Because of the significance of the TWS, most of the courses in the program address specific standards of the TWS.

## Admission Requirements

- Willingness to embrace the vision of the MIT program
- Willingness and commitment to learning in a cohort
- Evidence of successful work with children or youth
- Bachelor's degree in an approved teaching endorsement area from a regionally accredited college or university
- Grade-point average of 3.0 For the last half of college. Graduate coursework and/or work history will be considered
- \$35 application fee
- Basic-skills test: WEST-B ([www.west.nesinc.com](http://www.west.nesinc.com) (<http://www.west.nesinc.com>) to register online). There are three sections to this test. Two of the three must be passed for provisional admission. All sections must be passed by the end of the summer term (August) for full admission
- Submission of three letters of recommendation. Please have the letters sent directly to the following address:  
Master in Teaching Program  
Whitworth University  
School of Education  
Spokane, WA-99251
- WEST-E subject-matter text. The WEST-E must be taken prior to the start of the program for provisional admission. All sections of the WEST-E must be passed by the end of fall term (December) for full admission.
- Submission of the character-and-fitness supplement.
- A written two- to three-page statement on why the candidate has chosen teaching as a profession and why s/he has selected the MIT program at Whitworth University for professional preparation.
- A completed application packet to the Whitworth Master In Teaching Office, including transcripts from all colleges attended.
- An interview with the MIT faculty.
- A positive recommendation from the MIT faculty following the interview.

All admissions to the MIT Program are conditional. Full admittance is granted upon successful completion of summer and fall coursework and passage of all WEST-E and WEST-B tests.

Applications for the program will be accepted through March 1 or until program capacity is reached. It is advisable to apply as early as possible.

Please note: 530 series courses are taken by all MIT students. 540 series are taken by elementary track students and 550 series courses are taken by secondary track students.

## Education Administration Courses

**EDA 501 Organizational Behavior and Leadership** 3

This course includes practical issues of leadership and management in the context of different cultures, including study of Total Quality Management. Topics include leadership dynamics, group motivation, architecture of organizations, and comparative management techniques based on the patterns of organizational behavior in the U.S. and other countries.

**EDA 506 Business and Organizational Ethics** 2

This course explores ethical implications of practices in modern and traditional societies. Value issues relating to bribes, advertising and sales, quality control, environmental standards, community involvement and philanthropy, truthfulness and censorship are emphasized.

**EDA 511 Orientation to Leadership** 1

Beginning course in the school administration and administration leadership programs. Focus on understanding of self as leader and on the importance of the interpersonal relationship aspects of effective leadership.

**EDA 512 Visionary and Moral Leadership** 3

The theoretical base that informs management and leadership in organizational contexts, including leadership theory, organizational theory, development and implementation of a vision, and transformational leadership. Includes applied learning through a project-based approach in a K-12 or organizational setting.

**EDA 513 Instructional Leadership** 3

Development of skills in the area of supervision of teachers and other staff members with the goal of improving classroom instruction so that teachers have a more positive impact on student learning. Includes models of teacher evaluation and attributes of adult learners.

**EDA 514 Leadership for School Improvement** 3

Development of skills to foster systemic change toward improved student learning, including how to develop a learning culture focused on learning, how to do strategic planning and how to manage student behavior to enhance the learning environment.

**EDA 515 Organizational Management** 2

Focus on the skills to set up efficient and effective management systems in educational settings. Topics include finance and resource management and allocation, safety and security issues, the use of technology to streamline management functions and systems analysis.

**EDA 516 Building Community** 3

Understanding the importance of context in order to serve all stakeholders in a learning community. Meeting the needs of special and diverse populations and mobilizing community resources.

**EDA 517 Moral Leadership in a Democratic Society** 3

Legal, policy and ethical aspects of being a school leader; focus on current issues and political components of being an educational advocate for students and schools. Exploration of educating citizens for full participation in a democracy.

**EDA 518 Intercultural Business Communications.** 2

This course is designed to fine-tune skills in communication within the culture of international business. Exploration of the meaning of "culture" and practical strategies on how to communicate and work more effectively with people from other cultures is emphasized.

**EDA 520 Legal & Policy Foundations**

3

Students will develop a heightened sensitivity and awareness of the important role legal requirements play in administering today's school programs successfully. Emphasis will be placed on realistic situations that have direct relevance to educational leaders in Washington and Idaho.

**EDA 521 Public School Finance**

2

Survey of the financial dimensions of public school administration including: budget development and management; the role of state, local, and federal agencies in school finance issues; collective bargaining; personnel; accountability; the special levy system; accounting procedures; purchasing; and risk management.

**EDA 526 Integrated Marketing Strategies**

2

Managerial marketing concepts applied in industrialized countries. Global marketing activities related to both strategic and tactical solutions. Options range from agents to direct foreign investment. Consideration of initial entry phase to expansion and global rationalization for both large and small entities. Characteristics, trends, opportunities, market research, planning and control issues. Interaction through market/product analysis projects and case studies.

**EDA 530 Entrepreneurship**

2

A practical hands-on consulting experience whereby students work with local entrepreneurs in developing U.S. and international business plans and competing for sustainable financing of a small business.

**EDA 531 Administrative and Instructional Practices in Higher Education**

3

Overview of administrative and instructional practices in higher education. Includes an examination of organizational structure, governance, hiring procedures, faculty and staff supervision and other administrative concerns in colleges and universities. Course development and teaching strategies for adult learners will be explored.

**EDA 540 Effective Leadership and Organization**

4

Includes the understanding of leadership and the importance of the interpersonal relationship aspects of effective leadership. Includes the skills for efficient and effective management systems in educational settings. Other topics include resource allocation, safety and security issues and use of technology to enhance the learning environment.

**EDA 541 Instructional Leadership for School Improvement**

4

Includes skills in the areas of teacher and staff supervision with the goal of improved student learning. Includes instructional coaching, principles of adult learning, development of a positive school culture, and management of student behavior to enhance the learning environment.

**EDA 542 Building Community**

4

Understanding the importance of context in order to serve all stakeholders in a learning community. Meeting the needs of special and diverse populations and mobilizing community resources.

**EDA 543 Visionary and Moral Leadership**

4

Covers the theoretical base that informs management and leadership in organizational contexts including leadership theory, development and implementation of a vision and transformational leadership. Also includes legal, policy, and ethical aspects of school leadership as related to current issues and political components of being an educational advocate for students and schools.

**EDA 581 Internship I: Administration, P-12**

3

Participation in a wide range of activities that constitute the normal responsibilities of the elementary- or secondary-school principal; done under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year and is required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.

**EDA 582 Internship II: Administration, P-12**

3

Participation in a wide range of activities that constitute the normal responsibilities of the elementary or secondary school principal under the direct supervision of a public school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 540 hours and the opening and closing activities of the school year. Required for residency administrator P-12 principal certification and program administrator. Grade is Satisfactory/Non-Satisfactory.

**EDA 588 Internship I: Administrative Leadership**

3

360 hours of participation in a wide range of activities that constitute the normal responsibilities of an administrator; done under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/Non-Satisfactory.

**EDA 589 Internship II: Administrative Leadership**

3

Participation in a wide range of activities that constitute the normal responsibilities of an administrator under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/Non-Satisfactory.

**EDA 591 Independent Study**

1-3

**EDA 597A WUCAT**

0

Students must pass WUCAT.

**Education Counseling Courses****EDC 500 Topics in Counseling**

1-3

Selected topics in effective counseling. Periodic offering.

**EDC 501 Orientation to Professional Counseling**

3

Review of the history, ethics, roles and functions, organizational structures, licensing and credential standards of helping professions. Permission of program coordinator. Fee.

**EDC 502 Development Across the Life Span**

3

Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions.

**EDC 503 Social and Cultural Considerations in Counseling**

3

Development of effective multicultural counseling skills with diverse populations. Exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite for Consultation in the Helping Professions. Fee.



**EDC 504 Counseling Theories**

3

Introduction to ethical standards and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized.

**EDC 505 Career Development and Counseling**

3

Overview and application in various settings and populations of career-development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials.

**EDC 506 Consultation in the Helping Professions**

3

Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Non-counseling majors in the helping professions must have graduate standing or instructor's permission. Also listed as EDU 436. (Students must register for graduate-level course and complete extra project if in a graduate program). Fee.

**EDC 507 Measurement and Evaluation**

2

Basic principles of measurement and evaluation; exploration of theoretical and statistical foundations and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling. Fee.

**EDC 509 Research for Counselors**

3

Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues.

**EDC 511 The Counseling Process**

3

Application of various theories of counseling and interviewing with emphasis on development of skills and techniques.

**EDC 512 Introduction to Group Counseling**

3

Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required.

**EDC 512L Lab: Intro Group Counseling**

0

Required lab to be taken with EDC 512. Fee.

**EDC 515 Orientation to Schools**

2

This is a course for non-teaching school counselor candidates. The content includes human growth and development, learning theory, classroom management and instructional theory. It will also help candidates understand how to function effectively as counselors in the school culture. A field component is included. This course must be completed prior to the School Counselor Practicum (EDC 581).

**EDC 521 Psychoeducational Assessment**

2

Study of assessment needs within school settings that support student achievement, including individualized comprehensive assessment of state learning goals and essential academic-learning requirements, learning styles, emotional intelligence, mental health and functional behavior analysis, with emphasis on the school counselor's role in individual and group assessment. Fee.

- EDC 522 Role and Function of the School Counselor** 3  
Integration of research, theory and practice in preparation for service to students that is consistent with the university goals and conceptual models within helping professions.
- EDC 523 Legal and Ethical Considerations in School Counseling** 1  
Comprehensive overview of ethical issues, legal statutes, and litigation that affects counseling services and informs counselor behaviors in school settings, with emphasis on ethical standards and legal parameters for individual practitioners.
- EDC 531 Working in Community Agency Settings** 3  
Overview of the mental-health movement, scope of community-counseling-service programs offered to diverse populations as well as operations issues, counselor functions and roles.
- EDC 532 Appraisal and Treatment of Individuals** 3  
Course focuses on conducting individualized comprehensive assessments in an agency setting, utilizing diagnostic criteria found in DSM-IV, crafting intervention goals and objectives, creating an action plan, and evaluating client progress.
- EDC 533 Legal and Ethical Considerations in Counseling** 1  
Comprehensive study of ethical issues, legal statutes, and litigation that have had an impact upon the therapeutic environment and that inform counselor behavior.
- EDC 535 Introduction to Chemical Dependency** 2  
Provides a basic understanding of chemical dependency and a framework for understanding the fundamental elements of addiction. This course is designed to assist helping professionals and teachers understand individuals who are suffering from use, abuse, or dependency on drugs.
- EDC 551 Therapeutic Alliances With Children and Adolescents** 3  
Tailors skills for meeting the developmental issues, mental-health challenges, family dynamics, school involvement, and community-response needs of young clients. Exploration of creative techniques, animal-assisted therapy, and play therapy.
- EDC 552 Counseling Clients Affected by Substance Abuse** 3  
Survey of various addiction models; exploration of characteristics of clients who abuse substances; review of assessment techniques and therapeutic interventions; insight into the dynamics embedded in addiction-affected systems.
- EDC 553 Marriage and Family Counseling** 3  
Introduction to various models of marriage and family counseling, with special focus on Adlerian family and conjoint marriage counseling. Exploration of basic beliefs of each model and development of procedures and techniques for working with clients.
- EDC 554 Counseling Behavioral Disorders in Children** 3  
An overview of behavior disorders and their systematic impact, including attention deficit disorder, autism, oppositional defiant disorder and conduct disorder. Exploration of collaborative programs, counseling techniques, behavior management, skills training curriculum, and therapeutic games as possible intervention approaches.

<b>EDC 555 Spirituality and Counseling</b>	3
Theory and practice of integration of religion, spirituality, and psychotherapy. Investigates the tension and harmony between faith and counseling and introduces the standards of professional practice in counseling religious clients.	
<b>EDC 581 School Counseling Practicum</b>	5
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in school settings. Prerequisite: concurrent enrollment in EDC 523; permission of program faculty; recommendation by PEAB (Professional Education Advisory Board). Optional concurrent enrollment permitted in EDC 506. The student will meet for individual supervision with their university supervisor for tape critique a minimum of one hour per week in addition to the practicum seminar.	
<b>EDC 582 Community-Agency Counseling Practicum</b>	5
Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in community agencies or church settings. Prerequisites: permission of program faculty and concurrent enrollment in EDC 533. Optional concurrent enrollment permitted in EDC 506.	
<b>EDC 583 Counseling Internship I: School</b>	4
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall and EDC 584 in the spring. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and 523; permission of program faculty.	
<b>EDC 584 Counseling Internship II: School</b>	4
Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall and EDC 584 in the spring.	
<b>EDC 585 Counseling Internship I: Community Agency</b>	1-4
Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: permission of program faculty and grades of "B" or better in EDC 582 and EDC 533.	
<b>EDC 586 Counseling Internship II: Community Agency</b>	1-4
Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring.	
<b>EDC 588 Peer Review</b>	1
A state-required course for school counselors to demonstrate counseling knowledge and skills during their employment as counselors prior to recommendation for continuing ESA certification.	
<b>EDC 590 Internship</b>	1-4
<b>EDC 591 Independent Study</b>	0-3
<b>EDC 596A Graduate Action Research Project</b>	0
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy.	

- EDC 596B Graduate Action Research Project** 0  
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy.
- EDC 597 Exit Exam** 0  
Students should register during the semester they anticipate completion of all coursework. Fee.
- EDC 597A WUCAT** 0  
Students must pass WUCAT.
- EDC 598A Graduate Thesis** 3  
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Fall semester.
- EDC 598B Graduate Thesis** 3  
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Spring semester. Fee.
- EDC 599 Master's Oral Examination** 0  
Oral defense of the thesis project. Exam is directed by chair of thesis-committee. Students should register during the semester they anticipate completion of the thesis project. Fee.

## Education Gifted and Talented Courses

- EDG 500 Gifted and Talented Short Courses** 1-2  
A variety of graduate short-course topics presented for elective credit. Descriptions are available through the Center for Gifted Education.
- EDG 508 Differentiating Instruction for Highly Capable Students** 1  
Approaches to design differentiated curriculum and instructional strategies in all content areas to meet the needs of gifted students in today's classrooms. Differentiation by content, process, product and assessment using the parallel curriculum model and other current research-based practices. Summer semester, online.
- EDG 528 New Directions in Gifted Education** 1  
Through current literature, active websites and recent conference materials, students review foundational ideas, latest identification tools, new curriculum methods, technology developments and creativity ideas. Jan Term, online.
- EDG 551 Nature and Needs of the Gifted Learner** 3  
A review of current theories and interpretation of social and emotional needs of the gifted, and practical classroom applications and program development, as well as program options for the gifted student. Appropriate information to relate to parents. Fall semester, odd years.
- EDG 552 Teaching for Independence and Responsibility** 2  
Methods of teaching, content organization, and learning styles identification to assist in the development of positive self-concept as a basis for subsequent achievement in school and career. Summer.

### EDG 553 Creativity and Analytical Thinking

3

This course will provide opportunities and strategies to teach students to think. Students enrolled in this course will also learn how and when to teach these higher-order thinking skills, which include two processes: divergent (creative thinking) and convergent (critical/analytical thinking), and how to assess the effectiveness of each process. Applies to any content and any grade level. Fall semester, even years.

### EDG 554 Strategies and Instructional Models for Challenging Bright Students

3

Characteristics, identification, special problems and program models for the gifted and talented are studied, as are student-centered curriculum materials appropriate for specific grade and/or subject areas. Spring semester, odd years.

### EDG 571 Teaching the Underachiever

3

Current research and activities that work effectively with difficult students and provide participants with successful techniques to diagnose, prescribe and communicate concerns and needs to parents. Spring semester, even years.

### EDG 581 Practicum/Field Study: Gifted and Talented

1-3

A practicum or field study experience (40 or 80 hours for the field study; 120 hours for the practicum) under the direction of on-site and Whitworth University supervisors. Grade is Pass/No Credit. Prerequisite: proposal and setting approval from the director of the Center for Gifted Education is required. Fall and spring semesters.

### EDG 591 Independent Study

1-3

### EDG 596 Graduate Research Project

3

In lieu of a practicum, if necessary. The graduate research project proposal requires approval from the director of the Center for Gifted Education, the director of Graduate Studies, and the Institutional Review Board (IRB). The director of the Center for Gifted Education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515.

### EDG 597 Comprehensive Exam

0

Exit Exam

### EDG 597A WUCAT

0

Students must pass WUCAT.

### EDG 598 Portfolio: Specialty Endorsement

0

Final assessment to show evidence of knowledge and skill to meet Washington state standards and competencies in the Specialty Endorsement in Teaching the Gifted.

## Education Courses

### EDU 500 Topics in Education

1-3

Current topics for elective courses in graduate education.

### EDU 501 Advanced Educational Psychology

3

A systematic survey of educational psychology for information principles of practical value to teachers and administrators in the total public-school program. The development of personality through counseling and guidance is discussed.



- EDU 502 Curriculum Development** 3  
Curriculum design, development and implementation with emphasis on successful models of practical procedures for planning and operation of instructional programs using K-12 curriculum.
- EDU 510 Prof Teach Seminar** 4
- EDU 511 ProTeach Support Seminar** 2  
Students will implement the professional growth plan by completing action-research projects and by documenting their proficiency in the three standards and 17 criteria required by Washington's professional certificate.
- EDU 514 Educational Statistics** 2  
Study of statistics needed to understand educational research and to do primary research.
- EDU 515 Educational Research** 4  
Development of basic research skills; evaluation of current educational research and new knowledge in education. A research paper is required. Includes computer lab time and development of the research paper. Prerequisites: unconditional admission and computer literacy.
- EDU 526 Cultural Competence and Society** 3  
Survey of historical and societal influences on the education of cultural groups in the USA. Prerequisite: Sophomore standing. Also listed as EDU-526 (Graduate students must register for a graduate level course and complete an extra project). Repeated for credit. Spring semester.
- EDU 544 Children's Literature and Language Literacy** 3  
Current methods and issues in bringing children and literature together in both individual and group settings. Literature's effect on children's developmental needs is emphasized. Also listed as EDU 344. (Students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDU 545 Writing Rally** 1  
A writing experience for K-4 children with their parents. Registrants are required to attend a training session, prepare and conduct two writing sessions, and submit a description and mock-up of a book development in the writing sessions. Also listed as EDU 445. (Students must register for a graduate-level course and complete an extra project if in a graduate program).
- EDU 546 Diagnosis and Treatment of Reading Diff. Disabilities** 3  
Identification and causes of reading problems. Study of diagnostic instruments and intervention strategies used in group and individual situations. Administration and interpretation of standardized and informal assessments. Also listed as EDE 446.
- EDU 548 Reading in Secondary Schools** 2  
Development and implementation of classroom reading programs for middle and secondary students with emphasis on the reading needs and interests of adolescents. Techniques appropriate for extending student comprehension of written information. Also listed as EDM 553 and EDU 458. (Students must register for a graduate-level course and complete an extra project if in a graduate program). Periodic offering.
- EDU 550 Core: Milestones in Education** 3  
Survey of the history of Western education, with particular attention to the links between education and Christianity and the liberal arts tradition. Review of current philosophical issues confronting education against their historical and intellectual backgrounds. This is an interdisciplinary course.

- EDU 561 Second-Language Acquisition** 3  
Overview of how students acquire a first and second language. Socio-cultural and political factors affecting second-language acquisition. Also listed as EDU 361. (Students must register for a graduate-level course and complete an extra project if in a graduate program.)
- EDU 562 ELL Methodology** 3  
Application of language-acquisition theory to the teaching of limited-English-proficient students. Introduction to teaching strategies employing listening, speaking, reading and writing as well as the purpose and administration of language-proficiency assessment. Prerequisite: EDU 561. Also listed as EDU 361. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Fall.
- EDU 563 ELL Methods Language Arts/Reading** 3  
Development and application of methods in teaching literacy to limited English-proficient students in K-12-level academic areas. Prerequisite: EDU 562. Also listed as EDU 362. (Students must register for graduate level course and complete extra project if in a graduate program.)
- EDU 564 Field Experience in ELL Setting** 1-2  
Placement in classrooms with limited English-proficient students. Emphasis on application of literacy skills to the academic areas taught at the K-12 levels.
- EDU 565 ELL Assessment and Evaluation** 3  
Topics include assessment and evaluation of English Learners in placement, content-area classrooms, and large-scale assessment arenas. Assessment issues, principles, instruments, and methods of assessment related to academic vocabulary proficiency and academic achievement for English learners are addressed.
- EDU 567 Introduction to Intercultural Education** 1  
Development of the intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students.
- EDU 591 Independent Study** 1-3
- EDU 596 Graduate Research Project** 3  
The elementary/secondary M.Ed. program's capstone project requiring a minimum 120 hours of research and design of specific materials appropriate to use with a designated group of students under the supervision of a Whitworth University supervisor. The project proposal must be approved by the director/chair of GSE, the supervisor/instructor, and the Institutional Review Board (IRB). Letter grade is assigned.
- EDU 597 Exit Exam/Project** 0  
Exit-exam information is available through a student's graduate advisor. All exams must be completed prior to the month of a student's degree posting.
- EDU 597A WUCAT** 0  
Students must pass WUCAT.
- EDU 598A Thesis** 3  
Thesis study is directed by a major advisor (chair) and two committee advisors. The thesis committee conducts the final oral examination. Approved copies of the thesis, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Letter grade is assigned. Prerequisite: advanced approval from your academic advisor and the Institutional Review Board (IRB). Fall semester.

Thesis study is directed by a major advisor (chair) and two committee advisors. The thesis committee conducts the final oral examination. Approved copies of the thesis, ready for binding, must be submitted to the Graduate Studies in Education office one week before the end of the term in which the degree is anticipated. Letter grade is assigned. Prerequisite: advanced approval from your academic advisor and the Institutional Review Board (IRB). Spring semester. Fee.

## Master in Teaching Courses

### EDM 530A Educational Foundations and Critical Issues 1

Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. (Elementary and secondary.)

### EDM 530B Educational Foundations and Critical Issues 2

Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.

### EDM 530C Educational Foundations and Critical Issues 1

This course presses teacher candidates to reflect upon their professional development and plans for continued growth. Candidates also recognize potential indicators across various categories of child abuse and neglect. A review of legal responsibilities pertaining to the reporting of abuse will also be learned.

### EDM 531A Exceptional Learner and Differentiated Instruction (a) 1

This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.

### EDM 531B Exceptional Learner and Differential Instruction (b) 2

A continuation of EDM 531A based on the professional development over the year.

### EDM 532 Child and Adolescent Development and Learning Theory 2

Improvement of learning and teaching effectiveness, including recent developments in human development (cognitive, social, emotional, moral), child growth and development, human learning (behavioral and cognitive) and teaching/instruction. Elementary and secondary

### EDM 533A Research and Assessment (a) 1

This course provides an overview of educational research and analysis of the current educational research literature. Students are also introduced to action research and effective classroom assessment strategies.

### EDM 533B Research and Assessment (b) 1

Students develop an action research project that is based on WA State Essential Academic Learning Requirements (EALRs) and utilizes current research and assessment practices.

### EDM 533C Research and Assessment (c) 1

Analysis of classroom based assessment data gathered from the action research project to determine impact on student learning.

**EDM 535 Technology in Education**

1

The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field. (Elementary and secondary.)

**EDM 536A Culturally Competent Teachers**

2

Examination of how attitudes, behaviors and values are shaped; the nature and use of power in society, one's own values, principles of effective multicultural education, cultural influences on learning, and intercultural communication skill training. Elementary and secondary.

**EDM 536B Field Experience: Multicultural/  
Intercultural Education**

3

A field experience teaching students from a culture other than one's own. To increase one's teaching skills across difference. (Full time in a school classroom for approximately a three week block). Fee.

**EDM 538 Teacher-Scholar Seminar & Teacher  
Performance Assessment**

2

This seminar provides the MIT teacher candidates with the opportunity to prepare all necessary documents to earn their teacher certification and complete their placement file as they apply for teaching positions. This seminar also serves as the setting where they bring together all the documents and student-based evidence to meet Washington State's requirements for the Teacher Performance Assessment (TPA).

**EDM 539A Teacher Work Sample**

1

The MIT teacher candidates begin meeting the standards of the TWS. Through this performance assessment, teacher candidates provide credible evidence of their ability to plan for and facilitate learning by meeting the nine TWS standards.

**EDM 539B Teacher Work Sample**

1

The MIT teacher candidate implements the TWS during full-time student teaching. Candidates gather data regarding the extent to which their plan and their teaching had a positive impact on student learning. Based on reality, modifications to the initially developed TWS are made.

**EDM 539C Teacher Work Sample**

1

The MIT teacher candidate edits and completes all nine components of the TWS. Each candidate shares the contents of their TWS with peers and faculty.

**EDM 540 Math for MIT**

4

This theory/methods course prepares elementary teacher candidates to teach mathematics in K-8 through using the constructivist approach. Inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math will be used.

**EDM 542A Elementary Social Studies: U.S.  
History**

1

These courses introduce the content of U.S. history (EDM 542 A), civics (EDM 542 B), and economics (EDM 542 C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).

**EDM 542B Elementary Social Studies: Civics**

1

These courses introduce the content of U.S. history (EDM 542 A), civics (EDM 542 B), and economics (EDM 542 C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).

**EDM 542C Elementary Social Studies:****Economics**

1

These courses introduce the content of U.S. history (EDM 542 A), civics (EDM 542 B), and economics (EDM 542 C) that are typically taught at grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington State Essential Academic Learning requirements (EALRs).

**EDM 542D Elementary Social Studies: Pacific**

1

**Northwest History**

This course introduces the concepts and content of Pacific Northwest History that is typically taught at grades 1-8 in the state of Washington guiding the content and the benchmarks set forth for each grade level as states in Washington's Essential Academic Learning Requirements. Summer Term II.

**EDM 543 Language Literacy in Elementary**

4

**School**

This course examines processes, methods, approaches and materials for teaching reading and language skill.

**EDM 544A Elementary General Methods,**

1

**Assessment, Management**

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

**EDM 544B Elementary General Methods,**

3

**Assessment, Management**

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

**EDM 545A Elementary Art Methods**

1

This course places an emphasis on the art experience. The student will become aware of his or her own judgment and bias relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology and knowledge in various art programs. The student will learn how to teach art skills and concepts to elementary school children.

**EDM 545C Elementary Science Methods**

2

This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/ applied. The goal of this course is twofold: 1) to provide students with an overview of current methods and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.

**EDM 545D Elementary Music Methods**

1

Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom. (Elementary.)

**EDM 545E Elementary PE and Health**

1

**Education Methods**

Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.



<b>EDM 545F Elementary Social Studies Methods</b>	<b>1</b>
Elementary teacher candidates will learn social studies classroom techniques and strategies including: social skills instruction, storytelling, project design and implementation, multicultural appreciation, curriculum integration, creative expression, observation and reflection, and integrating global citizenship.	
<b>EDM 547A Elementary Teacher-Scholar Practicum</b>	<b>2</b>
This teaching experience in an elementary school classroom begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 547B Elementary Teacher-Scholar Practicum</b>	<b>10</b>
Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	
<b>EDM 547C Elementary Teacher-Scholar Practicum</b>	<b>2</b>
Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. (Elementary.)	
<b>EDM 548A Elementary Second Language Acquisition</b>	<b>1</b>
Elementary candidates will learn about how students acquire a first and second language. They will acquire knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.	
<b>EDM 548B Methods Second Language Teaching</b>	<b>1</b>
The emphasis of this course is on the application of language-acquisition theory to the teaching of English language learners. Listening, speaking, reading and writing teaching strategies as well as the purpose and administration of language-proficiency assessment will be presented and practiced.	
<b>EDM 552 Seminar in Secondary Topics</b>	<b>2</b>
This seminar introduces the secondary teacher candidates in the Master in Teaching program to many of the most critical issues, and challenges faced in secondary education.	
<b>EDM 553 Literacy Across the Disciplines</b>	<b>3</b>
Practical approaches and effective teaching techniques for presenting reading assignments in the content areas will be presented and implemented. The focus of this course is to develop the abilities of teachers to enhance the secondary student's ability to "read to learn" rather than to "learn to read". (Secondary.)	
<b>EDM 554 Secondary General Methods/ Curriculum Development and Assessment</b>	<b>4</b>
Principles of planning; daily lesson planning; unit development; different instructional techniques; providing for individual differences; and classroom management.	
<b>EDM 554A Secondary General Methods, Assessment, Management</b>	<b>1</b>
This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.	

**EDM 554B Secondary General Methods,  
Assessment, Management**

3

This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.

**EDM 555A-H Secondary Education Methods**

1

**EDM 557A Secondary Teacher-Scholar  
Practicum**

2

A teaching experience that begins when the MIT student reports in late summer and then moves to half time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.

**EDM 557B Secondary Teacher-Scholar  
Practicum**

10

Full-time student teaching in the assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.

**EDM 557C Secondary Teacher-Scholar  
Practicum**

2

Half-time student teaching in the assigned public school classroom from mid-May until the last week; full time during the last week. Grade is Satisfactory/Not Satisfactory. (Secondary.)

**EDM 558 Teaching English Language  
Learners in Secondary Schools**

1

The MIT secondary teacher candidates will be introduced to an overview of second language acquisition. They will also develop skills on how to differentiate their lesson planning, instruction, and assessment in order to increase English language learners' content knowledge.

**EDM 558A Secondary Second Language  
Acquisition**

1

Secondary candidates will learn about how students acquire a first and second language. They will acquire knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.

**EDM 558B Methods Second Language  
Teaching**

1

The emphasis of this course is on the application of language-acquisition theory to the teaching of English language learners. Listening, speaking, reading and writing teaching strategies as well as the purpose and administration of language-proficiency assessment will be presented and practiced.

**EDM 591 MIT Independent Study**

1-3

**Special Education Courses****EDS 501 Introduction to Sign Language and  
the Deaf**

4

Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as ASL 101 (students must register for graduate-level course and complete extra project if in a graduate program).

**EDS 502 Sign Language and the Deaf II**

4

Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating or interpreting abilities, and development of mental- processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Also listed as ASL 102. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

**EDS 520 Exceptional Learners and Inclusion**

3

Provides an overview of children with disabilities, gifted education, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high incidence conditions. Introduction of Individualized Education Plans and completion of a service-learning experience in a home setting. Also listed as EDU 320 (students must register for a graduate-level course and complete an extra project if in a graduate program). Fall, spring, summer.

**EDS 521 Intervention for Behavior and Motivation**

3

Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Also listed as EDU 321. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

**EDS 522 Assessment and Individualized Education Program (IEP) Planning**

3

Practice and study of formal and informal, norm-referenced, criterion-referenced, curriculum-based, and functional assessments, including the Brigance, the Woodcock Johnson, the AAMR Adaptive Behavior Scale, the PIAT and others. Integration and implementation of assessment into the development of Individualized Education Plans (IEP) for children and youth in special education settings. Also listed as EDU 322. (Students must register for graduate-level course and complete an extra project if in a graduate program).

**EDS 523 Intervention for Academic Learning Problems**

3

Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, Precision Teaching, Direct Instruction, Success for All, data-based intervention approaches and other relevant curriculum. Service learning project included. Also listed as EDU 323. (Students must register for a graduate-level course and complete an extra project in a graduate program).

**EDS 524 Early Intervention for Special Education**

3

Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing Individual Family Service Programs (IFSP). Also listed as EDU 424. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

**EDS 525 Intervention for Attention Deficit and Hyperactivity**

3

Study of educational, medical, behavioral, and social treatments of students with attention deficit/hyperactivity disorders and learning disabilities. Development of skills required in recognizing, assessing, and planning appropriate interventions. Also listed as EDS 425. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

### **EDS 526 Intervention for Severe Communication, Sensory and Physical Problems**

3

Methods and strategies for working with students who have low incidence and multiple disabilities, with emphasis on functional skills, augmentative communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Also listed as EDU 426. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

### **EDS 530 Intervention for Autism Spectrum Disorder**

3

In this course we will discuss the diagnostic criteria and defining characteristics of autism spectrum disorder and related disabilities, as well as effective interventions and the impact of having a child with autism on a family. Prerequisite: EDU 321 or EDS 521.

### **EDS 534 Early Speech, Language and Literacy**

3

Introduction to components of speech and language; and change involving second language acquisition whether oral or manual, with application to literacy and learning for students with disabilities. Junior/Senior standing or Graduate students. Prerequisite: EDU 320/EDS 520. Spring.

### **EDS 536 Intervention through Positive Behavior Support**

3

An overview of theory, research and methods related to identifying community values and establishing school-wide Positive Behavior Support. Includes functional behavior assessment, data collection methods, interventions and behavior management strategies to respond effectively to students who exhibit severe challenging behavior.

### **EDS 538 Early Intervention Interdisciplinary Method**

3

Early childhood special education methods using an interdisciplinary and Activity-Based Intervention approach. Requires on-site seminar and fieldwork. Junior/Senior standing or Graduate student. Prerequisite: EDU 424/EDS 524. Summer.

### **EDS 581 Practicum: Special Education, Early Childhood/K-8**

1

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 583/EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Prerequisites: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 481. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory. Fall, spring, Jan Term, summer.

### **EDS 582 Practicum: Special Education, Middle/High School**

1

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 584/EDU 484. Prerequisite: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 482. Application is required. (Students must register for a graduate-level course and complete an extra project if in a graduate program.) Grade is Satisfactory/Not Satisfactory. Fall, spring, Jan Term, summer.

### **EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8**

4

A practicum of 120 hours in a special-education classroom under teacher supervision. Application and permission required. Also listed as EDU 483. (Students must register for a graduate-level course and complete an extra project if in a graduate program).

**EDS 584 Advanced Practicum: Special Education, Middle/High School**

4

A practicum of 120 hours in a special education classroom under teacher supervision. Application and permission required. Also listed as EDU 484. Students must register for graduate level course and complete extra project if in a graduate program. Prerequisite: EDS 582/EDU 482 or concurrent enrollment.

**EDS 591 Independent Study**

1-3

**EDS 595 Exit Project**

1

Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee.

**EDS 597A WUCAT**

0

Students must pass WUCAT.



# Master of Arts in Theology

## Overview

The Master of Arts in Theology Program seeks to produce Christ-centered, well-educated, spiritually disciplined, visionary leaders for the church and society. The students most likely to benefit from the program will be people already engaged in church leadership or those who show interest and promise to pursue such leadership. Students may use the program as a foundation for an M.Div. or other advanced degree. The program is built on a sturdy foundation of the following elements:

- *Classical Theology:* Professors teach the traditional theological disciplines of biblical studies, systematic theology and church history, as well as more applied areas.
- *Practical Preparation:* Classes address contemporary challenges that people in ministry face every day and explore concrete and creative solutions.
- *Spiritual Formation:* Students learn together in a praying, worshipping community, enjoy many meals together, and practice traditional spiritual disciplines.

## Design

The program is designed in a cohort model. Most students will start the program together and stay together throughout the eight required courses of the "core" course sequence. The cohort model enables students to learn as a community through classroom activities, shared meals, and the practice of spiritual disciplines. Each core course is offered every year so that students who must for any reason skip a course can enroll in it the next year.

## Academic Values and Outcomes

The Whitworth University Theology Department is solidly rooted in the Trinitarian faith of the church throughout the ages. It is committed to the authority of Holy Scripture as God's word and to the worldwide mission and ministry of Jesus Christ. Its goal is to provide students with an intellectually challenging, academically rigorous, and spiritually enriching theological education that will equip them to serve in a wide variety of contexts. The M.A. in Theology Program focuses on the classical disciplines of biblical studies, church history and Christian theology. As students move through the curriculum, they are challenged to discern God's call on their lives and to apply what they are learning to the ministries in which they are engaged.

Student learning outcomes:

- Develop skills in reading and interpreting important texts, arguing a point of view, writing for formal classroom work and for ministry, and communicating theology to lay people; apply these skills in actual ministry settings.
- Cultivate various disciplines in the spiritual life, such as Bible memorization and prayer; explore ways in which to help lay people do the same in a ministry setting.
- Understand the story of the Bible, theological themes in the Bible, and genres of biblical literature, and explore various methods of biblical interpretation; learn how to explain these to lay people in a ministry setting.
- Gain knowledge and perspective on the history of the church; use as a resource for practical ministry.
- Master the basic history, development, and ideas of Christian doctrine; apply this knowledge to a ministry setting.
- Explore the principles of leadership in a ministry organization, methods of discipleship training, and techniques of pastoral ministry and counseling; adapt these to actual ministry settings.

## Master of Arts in Theology Courses

All students will take eight core courses (24 credits) covering the disciplines of theology and ministry. Each course requires the completion of assignments before the class convenes, participation in classroom discussion, and submission of a final project after the class is finished. In addition, students can choose four electives (12 credits) that will allow them to explore areas of interest: for example,

pastoral spirituality, the missional church, youth ministry, pastoral counseling, and Christianity and culture. These will serve as areas of concentration in the elective part of the program.

## Application and Admission Process

### Admission Requirements

The Master of Arts in Theology Program seeks students who are currently involved in a church and/or Christian organization, as well as those who desire a deeper knowledge and understanding of Christian theology. Applicants must have completed a bachelor's degree with a 3.0 or higher GPA from a regionally accredited institution. Prior graduate coursework may also be considered if an applicant's GPA is below 3.0.

### If the applicant's academic record does not demonstrate graduate-level academic ability, further evidence of academic ability may be required.

Your application is complete when we've received...

- a completed application;
- two professional recommendations. At least one must be from a member of a church or faith-based organization with which you're affiliated. Recommendations should be mailed directly to Whitworth;
- official college/university transcripts, mailed directly to Whitworth;
- a personal essay of up to 600 words including a brief biography, a statement of your personal commitment to the Christian faith, and the reason for your interest in the program (to be submitted online, through the mail or in person);
- a writing sample of up to 1,000 words (e.g. sermon, essay, book review, newsletter column) to help us assess your academic capability (to be submitted online, through the mail or in person);
- the applicant's current résumé.

Students are encouraged to apply online at [www.whitworth.edu/theologyma](http://www.whitworth.edu/theologyma); information not submitted online should be sent directly to the following address:

Master of Arts in Theology Program  
Whitworth University  
300 W. Hawthorne Road  
Spokane, WA 99251

An on-campus interview is required following submission of all application documents. Call 509.777.3222 to schedule an appointment.

### Admission Criteria

The following criteria will be considered in the admission decision process: undergraduate academic record, personal interview, quality of writing samples, professional recommendations, and involvement in churches and/or Christian organizations. Applicants will be notified by the master's in theology office of their admission status once all documents are received and reviewed by the admissions committee.

## Master of Arts in Theology Courses (36)

Required (Core) Courses (24 credits)		24
THG 510	History of Christianity I: Great Tradition	
THG 515	Christian Theology for MA Program	
THG 520	History of Christianity II: Reform and Renewal	
THG 525	Leadership in the Christian Community	
THG 530	Christian Spirituality	
THG 540	Life of Jesus and the Early Church	
THG 550	The New Testament Letters	
THG 560	Old Testament Theology	

Electives: choose 12 credits:

12

THG 509	New Testament Greek I
THG 512	New Testament Greek II
THG 535	Biblical Exegesis for Ministry
THG 541	Biblical Hebrew I
THG 542	Biblical Hebrew II
THG 570	Christianity & Culture
THG 580	Teaching/Preaching the Bible
THG 586	Readings: Great Thinkers of the Church
THG 596	Topics in Theology

## Courses

### THG 501 Christian Leadership 1

This course will introduce the MA in Theology program by focusing on the way in which Christ's values provide a leadership template for Christian leaders. We will also look at the ways in which the most successful 21st century organizations are structured and led.

### THG 509 New Testament Greek I 4

The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.

### THG 510 History of Christianity I: Great Tradition 3

The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation, with special attention given to pastoral, ecclesiastical, and cultural issues. Offered odd summers.

### THG 512 New Testament Greek II 4

Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: THG-509. Spring semester.

### THG 515 Christian Theology for MA Program 3

An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical implications of the gospel in the lives of individuals, the church, and the world.

### THG 520 History of Christianity II: Reform and Renewal 3

The history, thought, and practices of the Christian church from the beginning of the Reformation to the present, with special emphasis on church reform and spiritual renewal.

### THG 525 Leadership in the Christian Community 3

The foundational premise behind this course is that the leader's own personal journey of faith and his or her own continued growth in emotional, mental, and spiritual health is the most critical component in responding to challenging ministry realities in our rapidly changing world. In this course, we will look at some of the seminal issues facing ministry leaders and the communities they serve today, and some of the personal attributes and ministry skills that are necessary to survive and thrive over the long haul.

### THG 530 Christian Spirituality 3

This course will explore the nature of Christian Spirituality by focusing on the way in which various spiritual disciplines apply today. We will also look at the ways in which Christians of the past and present followed Christ and put in practice God's Word.

**THG 535 Biblical Exegesis for Ministry**

3

This graduate level course in Theology will explore the various genre of scripture (narrative, history, poetry, parable, exhortation, teaching, and pastoral guidance) in order to discern the precise interpretive tools required to understand each type of literature in its original historical form and context. This course serves as prerequisite for the course "Preaching and Teaching the Bible," in which contemporary application and proclamation will be considered.

**THG 540 Life of Jesus and the Early Church**

3

This course introduces students to the significance of the gospels for preaching, catechesis, and life in Christ by examining the genre of gospel literature, the formation of the four-fold gospel tradition, the unique characteristics and purpose of Matthew, Mark, Luke, and John, and the early missionary outreach of the church, as recorded in the Book of Acts.

**THG 541 Biblical Hebrew I**

3

An introduction to Biblical Hebrew study within a ministerial context, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester.

**THG 542 Biblical Hebrew II**

3

An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible.

**THG 545 Theology of C.S. Lewis**

3

A study of the thought of C.S. Lewis as found in his philosophical, theological and imaginative works.

**THG 550 The New Testament Letters**

3

A careful study of Paul's Letters, Hebrews, the General Epistles, and Revelation, focused on the content, distinctive emphases, and theology of each letter, and its potential to transform Christian living and thinking today; development of exegetical and hermeneutical skills.

**THG 560 Old Testament Theology**

3

The literature of the Old Testament, the history of Israel, critical issues and method in Old Testament study, and the theology of the Old Testament with an emphasis on covenant as an integrative theme and as anticipatory of Jesus Christ.

**THG 570 Christianity & Culture**

3

This course helps students develop an understanding of the notion of "culture", especially in terms of postmodern culture, and its relationship to the Christian faith in order to better equip students for Christian ministry.

**THG 580 Teaching/Preaching the Bible**

3

A study of effective communication in teaching and preaching the bible. Attention will be given to the nature of human communication, principles of teaching biblical texts, and the preparation and presentation of messages involving a variety of biblical genres.

**THG 586 Readings: Great Thinkers of the Church**

3

An exploration of the formative Christian thinkers from the Reformation to the present, with emphasis on those thinkers representing the Reformed Tradition.

**THG 591 Independent Study**

1-4

**THG 596 Topics in Theology**

3

# Whitworth Administration

## Administration

Beck A. Taylor: Ph.D., M.S., Purdue University; B.A., Baylor University; President (2010)

Christie P. Anderson: M.B.A., B.A., Eastern Washington University; Washington State CPA; Director of Organizational Management Degree Completion Program (2001)

Brian Benzel: Ph.D., Gonzaga University; M.P.A., University of Washington; B.A., Washington State University; Vice President for Finance and Administration (2007)

Kenneth Brown: B.S., Western Washington University; Director of Information Systems (2010)

Lawrence Burnley: Ph.D., University of Pennsylvania; M.Div., Christian Theological Seminary; B.A., University of Cincinnati; Assistant Professor of History and Assistant Vice President for Diversity and Intercultural Relations (2010)

Hans E. Bynagle: Ph.D., Columbia University; M.L.S., Kent State University; B.A., Calvin College; Director of Library (1983)

Timothy Dolan: Ph.D., Gonzaga University; D.Min., Fuller Theological Seminary; M.Div., Gordon-Conwell Theological Seminary; B.A., Western Washington University; Director of Institute for Clergy and Lay Development, Director of M.A. in Theology Program (2007)

Chris Eichorst: M.S., Air Force Institute of Technology; M.A., Washington State University; B.S., Texas A&M University; Director of Facilities Services (2012)

Darla J. Freeborn: M.Ed., B.A., Whitworth College; Manager, Student Accounting Services (2000)

Marisha Hamm: B.S., Montana Tech of University of Montana; Manager of Environmental Health, Safety, Security and Risk Management (2005)

Marianne Hansen: B.A., Whitworth College; Director of Admissions (1986)

John Hengesh: M.B.A., B.B.A., Idaho State University; Interim Director of Graduate Studies in Business (2010)

Nancy Hines: B.A., Montana State University; Director of Communications (2010)

Kristiana Holmes: M.S., University of Bismarck; B.S., University of North Dakota; Director of Health Center (2010)

Dolores Humiston: M.A., Gonzaga University; B.A., Eastern Washington University; Associate Vice President for Human Resources (2003)

Gordon Jacobson: M.B.A., John E. Anderson Graduate School of Business, University of California, Los Angeles; B.M., Washington State University; Director of Career Services (1990)

Dayna Coleman Jones: M.Ed., Whitworth College; B.A., University of California, Los Angeles; Assistant Dean of Students and Director of Student Activities/ASWU/Hixson Union Building (1988)

Beverly S. Kleeman: M.B.A., Webster University; B.B.A., McKendree College; Registrar (2006)

Maxine Lammers: B.A., Eastern Washington University; Director of Development for Major Gifts (2010)

Aaron Leetch: M.S.E., in Sport Management, Baylor University; Director of Athletics (2011)

Dave Lejameyer: B.S., University of Idaho; Director of Development for Major Gifts (2012)

Nancy G. Loomis: B.A., Washington State University; Manager of Whitworth Bookstore (1989)

Esther Louie: M.S., B.A., University of Idaho; Assistant Dean for Intercultural Student Affairs (1999)

Richard G. Mandeville: Ph.D., M.A., B.A., University of Northern Colorado; Associate Dean of Students and Director of Residence Life (1990); Associate Professor of Education; Vice President for Student Life and Dean of Students (2012)

Terence P. McGonigal: Ph.D., M.Div., Fuller Theological Seminary; B.A., University of California, San Diego; Associate Professor of Theology, Dean of the Chapel/Campus Pastor (1994); Dean of Spiritual Life (2008)

Aaron McMurray: Ph.D., M.A., Gonzaga University; B.A., Whitworth College; Director of Alumni and Parent Relations (2008)

Scott McQuilkin: Ph.D., The Pennsylvania State University; M.Ed., B.A., Whitworth College; Professor of Kinesiology (1985); Director of Athletics (1996); Vice President for Institutional Advancement (2010)

Luz Merkel: M.B.A., University of Idaho; B.A., University of Honduras; Controller (1997), Associate Vice President for Finance and Administration (2009)



- Randall B. Michaelis: Ph.D., Washington State University; M.Ed., Eastern Washington University; B.A., Whitworth College; Professor of Education (1985), Associate Provost of Instruction (2011)
- Terry Rayburn Mitchell: B.A., Whitworth College; Senior Editor for Office of University Communications (1983)
- Holly Norton: B.S., Linfield College; Director of the Whitworth Foundation and Planned Giving (2000)
- Terry Norton: B.A., Central Washington University; Associate Director of Information Systems (1995)
- Wendy Z. Olson: M.S., California State University, Hayward; B.A., Westmont College; Director of Financial Aid (1992)
- Greg Orwig: M.P.A., University of Washington; B.A., Whitworth College; Director of University Communications (1999), Vice President for Admissions and Financial Aid (2011)
- Kenneth D. Pecka: M.S., Eastern Washington University; B.A., Whitworth College; Director of Instructional Resources (1989)
- Terry D. Ratcliff: Ed.D., University of California, Berkeley; M.Ed., Arizona State University; B.S., University of Idaho; Dean of Continuing Studies (2008)
- Rhosea Rhodes: M.Ed., Whitworth University; B.S., Whitworth College; Director of Service Learning and Community Engagement (2007); Chief of Staff in the Office of the President (2011)
- Garrett W. Riddle: B.A., Washington State University; Associate Director and Managing Editor for Office of University Communications (1997)
- Todd Sandberg: M.S., Boise State University; B.A., Pacific Lutheran University; Assistant Professor of Kinesiology; Assistant Athletic Trainer; Director of Fitness Center (2002)
- Barbara Sanders: Ed.D., Washington State University; M.I.T., Whitworth College; B.S., Montana State University; Professor of Education (1997); Interim Provost (2012)
- Steven Schadt: M.S., West Virginia University; B.A., Whitworth College; Coach II of Kinesiology; Director of Aquatics Center and Head Swim Coach (2003)
- Lindy Scott: Ph.D., Northwestern University; M.Div., M.A., Trinity Evangelical Divinity School; B.A., Ohio University; Professor of Spanish (2007); Director of Costa Rica Center (2010)
- Stacey Kamm Smith: M.A., Fuller Theological Seminary; B.A., Whitworth College; Associate Vice President for Institutional Advancement (1996)
- Cathy Stephens: M.Ed., B.A., Whitworth College; Director of Educational Certification and Career Services (2004)
- Dennis W. Sterner: Ed.D., University of Montana; M.Ed., B.S., Millersville University of Pennsylvania; Professor of Education; Dean of the School of Education (1988)
- Kathleen Harrell Storm: Ph.D., M.A., Fuller Theological Seminary; M.S., Indiana University; B.A., Wheaton College; Associate Professor of Psychology (1982); Vice President for Student Life and Dean of Students (1992); Associate Provost for Faculty Development and Scholarship (2012)
- Janelle Thayer: M.A., L.M.H.C., Gonzaga University; B.A., George Fox University; Director of Counseling Services (1991)
- Steve Thompson: M.A., Wheaton College; B.S., Washington State University; Director of Capital Projects (2000)
- Deborah L. Tully: Ed.D., Washington State University; M.Ed., University of San Diego; A.C., Portland State University; Director of Degree Completion, Elementary Teacher Certification Program (1997); Associate Dean for Teacher Education and School Partnership (2011)
- Cheryl Florea Vawter: M.A., California State University; B.A., Whitworth College; Director of Continuing Studies (1990); Associate Vice President, Graduate/Continuing Studies Enrollment and Administrative Services (2008)
- Gary D. Whisenand: M.A., University of California, Riverside; Th.M., M.Div., Talbot Theological Seminary, Whittier College; Registrar (1992); Director of Institutional Research (2006)
- Noelle S. Wiersma: Ph.D., Southern Illinois University, Carbondale; M.A., University of Nevada, Las Vegas; B.A., Whitworth College; Professor of Psychology (2000); Dean of the College of Arts and Sciences (2012)
- Roberta Wilburn: Ed.D., M.A., George Washington University; B.A., Mount Holyoke College; Associate Dean for Graduate Studies in Education (2007)
- Tad M. B. Wisenor: M.U.R.P., Eastern Washington University; B.A., Whitworth College; Campaign Director (1992)

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Paul Cunningham: Senior Pastor, La Jolla Presbyterian Church, La Jolla, Calif.  
William P. Curry: President, Huntron Instruments, Spokane, Wash.  
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Michael J. Keenan: CEO & President, MD Office Updated Business Solutions, Rancho Santa Fe, Calif.  
Brian W. Kirkpatrick: EVP & CFO, CRISTA Ministries, Bonney Lake, Wash.  
Andrea J. Lairson: Community Volunteer, Redmond, Wash.  
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David G. Myers: John Dirk Werkman Professor of Psychology, Hope College, Peale Science Center, Holland, Mich.  
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Gayle B. Parker: President, Compelling Communications, Inc., Phoenix, Ariz.

Mark E. Poe: President, Poe Asphalt & Paving, Lewiston, Idaho

Jennifer V. Ratcliffe: Founder, Advanced Fertility Associates Medical, Santa Rosa, Calif.

John David Robblee: CEO, Six Robblees', Inc., Seattle

Kenneth M. Roberts: President/CEO, Ken Roberts Investment Management, Spokane

Judi Shupper: Community Volunteer, La Cañada, Calif.

James M. Singleton: Senior Pastor, First Presbyterian Church, Colorado Springs, Colo.

Jan Morrow Skaggs: Community Volunteer, Austin, Texas

John Sowers: Senior Pastor, First Presbyterian Church, Spokane, Wash.

Stuart Stiles: President, International Assistance Program, Spokane, Wash.

Anne McCulloch Storm: Community Volunteer, Newport Beach, Calif.

Arthur E. Symons, Jr.: Founder, Symons Frozen Foods, Inc., Centralia, Wash.

Beck A. Taylor: President, Whitworth University, Spokane

Jason Thackston: Vice President of Energy Delivery, Avista Corp., Spokane, Wash.

## Whitworth Faculty

### Faculty

Rafaela Acevedo-Fields: M.A., University of California, Santa Barbara; B.A., University of California, Davis; Instructor of History (2011)

Angeles Aller: Ph.D., Gonzaga University; M.A.T., Whitworth College; B.A., Eastern Washington University; Associate Professor of Spanish (2004)

Charles T. Andrews: Ph.D., M.A., Loyola University; B.A., Valparaiso University; Assistant Professor of English (2008)

Forrest E. Baird: Ph.D., M.A., Claremont Graduate School and University Center; M.Div., Fuller Theological Seminary; B.A., Westmont College; Professor of Philosophy (1978)

Philip Baldwin: D.M.A., The Ohio State University; M.Mus., University of Akron; B.Mus., Boston University; Associate Professor of Music (2005)

Keith E. Beebe: Ph.D., University of Aberdeen, Scotland; M.Div., Fuller Theological Seminary; B.A., The College of Idaho; Associate Professor of Theology (2001)

Richard H. Bishop: Ph.D., University of Utah; M.B.A., University of Houston; M.S., University of Nevada; B.S., University of Houston; Assistant Professor of Mathematics (2002)

Laura J. Bloxham: Ph.D., M.A., Washington State University; B.A., Whitworth College, Professor of English (1975)

E. Victor Bobb: Ph.D., D.A., M.A., University of Oregon; B.A., Washington State University; Professor of English (1986)

Gregg M. Brekke: M.A., University of Montana; B.A., Whitworth College; Assistant

Professor, English for International Students, Modern Languages (1999)

Kerry Breno: Ph.D., M.S., University of Oregon; B.S., University of Portland; Associate Professor of Chemistry (2004)

Benjamin C. Brody: D.M.A., University of Washington; M.Mus., University of Washington; B.A., Whitworth College; Associate Professor of Music (2003)

Cristal Brown: M.A., Concordia University; B.A., The Master's College; Coach I of Kinesiology and Head Softball Coach (2011)

Jennifer Brown: Ph.D., M.A., Stanford University; B.A., College of William and Mary; Associate Professor of French (2008)

Patricia Bruininks: Ph.D., M.Sc., University of Oregon; B.A., Hope College; Associate Professor of Psychology (2007)

Robert Buckham: Ph.D., M.B.A., Gonzaga University; B.S., University of Idaho; Assistant Professor of Business (2012)

Drew Budner: Ph.D., South Dakota State University; B.S., Adams State College; Assistant Professor of Chemistry (2006)

Nancy A. Bunker: M.A., Eastern Washington University; M.A., University of Denver; B.A., Washington State University; Associate Professor and Coordinator of Reference Services, Library (1997)

Lawrence Burnley: Ph.D., University of Pennsylvania; M.Div., Christian Theological Seminary; B.A., University of Cincinnati; Assistant Professor of History and Assistant Vice President for Intercultural Relations (2010)

John S. (Jack) Burns: Ph.D., M.A., B.A., Washington State University; Professor of Management and Leadership Studies (1997)

- Sean D. Bushéy: M.S., Eastern Washington University; B.S., Belhaven College; Master Coach of Kinesiology, Head Men's Soccer Coach (1998)
- Hans E. Bynagle: Ph.D., Columbia University; M.L.S., Kent State University; B.A., Calvin College; Professor, Director of Library (1983)
- Frank Caccavo, Jr: Ph.D., University of Oklahoma; M.S., University of New Hampshire; B.S., Long Island University; Southampton, Professor of Biology (2000)
- Grant Casady: Ph.D., University of Arizona; M.A., Oregon State University; B.S. Oregon State University; Assistant Professor of Biology (2011)
- Lee Anne Chaney: Ph.D., University of New Hampshire; M.A., University of Arkansas; B.S., Beloit College; Associate Professor of Biology (1980)
- David E. Cherry: Ph.D., Claremont Graduate School; M.A., B.A., San Diego State University; Professor of Education and Director, Master in Teaching Program (1995)
- Anthony E. Clark: Ph.D., B.A., University of Oregon; Associate Professor of History (2009)
- Robert A. Clark: Ph.D., Washington State University; M.S., University of Oregon; B.A., Whitworth College; Professor of Sociology (1970-73, 1987)
- Lyle Cochran: Ph.D., M.S., Washington State University; B.S., Oregon State University; Professor of Mathematics (1995)
- Katie Creyts: M.F.A., Illinois State University; P.A., B.F.A., Tyler School of Art, Temple University; Assistant Professor of Art (2008)
- Janine J. Darragh: Ph.D., Washington State University; M.Ed., B.A., Ohio University; Assistant Professor of Education (2010)
- Timothy Dolan: Ph.D., Gonzaga University; D.Min., Fuller Theological Seminary; M.Div., Gordon-Conwell Theological Seminary; B.A., Western Washington University; Director of Institute for Clergy and Lay Development and Director of M.A. in Theology Program (2007)
- Trisha Duffey: Ph.D., University of Michigan; B.S., Western Washington University; Assistant Professor of Chemistry (2010)
- Aaron Dyszelski: M.F.A., University of Kansas; B.F.A. Cardinal Stritch University; Assistant Professor of Theatre (2011)
- Michael J. Ediger: M.S., University of Oregon; B.S., University of Nevada; Associate Professor of Kinesiology (1999)
- Brent Edstrom: M.Mus., Eastman School of Music; B.M., Washington State University; Associate Professor of Music (2001)
- James R. Edwards: Ph.D., Fuller Theological Seminary; M.Div., Princeton Theological Seminary; B.A., Whitworth College; Professor of Theology (1997)
- Karen Petersen Finch: Ph.D., Gonzaga University; M.Div., Princeton Theological Seminary; B.A., Pomona College; Assistant Professor of Theology (2008)
- Jolene Fisher: M.S., B.S., Eastern Washington University; Assistant Professor of Kinesiology (2004)
- Warren D. Friedrichs: Ph.D., University of Oregon; M.S., Eastern Michigan University; B.S., Concordia Teachers College; Professor of Kinesiology (1985)
- Todd Friends: Ph.D. candidate, Gonzaga University; M.I.M., Thunderbird School of Global Management; B.A., State University of New York College at Cortland; Instructor of Business (2008)
- Martha A. Gady: M.Sc., Texas A & M University; B.S., Seattle Pacific University; Associate Professor of Mathematics (1984)
- Marc A. Hafso: D.M.A., Michigan State University; M.M., University of Arizona; B.A., Pacific Lutheran University; Professor of Music (2003)
- Jael Hagerott: B.A., Whitworth University; Coach I of Kinesiology and Head Women's Soccer Coach (2011)
- Daman Hagerott: Ph.D., Gonzaga University; M.Ed., Eastern Washington University; B.A., Pacific Lutheran University; Associate Professor of Kinesiology and Head Women's Soccer Coach (1993); Associate Professor of Health Sciences (2011)
- Deborah J. Hansen: D.M.A., Arizona State University; M.A., California State University, Fullerton; B.A., Occidental College; Associate Professor of Music (1996)
- Janet Hauck: M.L., University of Washington; B.A., Seattle Pacific University; Instructor, Library, and Archivist (2007)
- Kevin Heid: Ph.D., Washington State University; M.Ed., Whitworth College; B.A., Washington State University; Assistant Professor of Education (2002)
- Karin Heller: Ph.D., University of Paris, Sorbonne; D.D., Pontificia Università Lateranense, Rome; Dr. theol. habil., Ludwig-Maximilians-Universität of Munich; Professor of Theology (2003)
- Kim Hernandez: B.A., Central Missouri State University; Instructor of Spanish (2004)
- Megan Hershey: B.A., Ursinus College; Instructor of Political Science (2011)



- Helen Higgs: Ph.D., Gonzaga University; M.Ed., University of Utah; B.Ed., University of Oregon; Assistant Professor of Kinesiology, Head Women's Basketball Coach and Assistant Athletics Director for Eligibility (1994)
- Craig Hinnenkamp: Ph.D., M.A., Gonzaga University; B.S., Washington State University; Associate Professor of Business (2003)
- Carol A. Hollar: M.Ed., Gonzaga University; B.S., Whitworth College; Associate Professor of Education (1986)
- Jennifer Holsinger: Ph.D., M.A., University of Washington; B.A., Seattle Pacific University; Associate Professor of Sociology (2004)
- Michael T. Ingram: Ph.D., M.A., Ohio University; B.A., Carson-Newman College; Professor of Communication Studies (1988)
- Gordon S. Jackson: Ph.D., Indiana University; M.A., Wheaton College; B.A., University of Cape Town, S.A.; Associate Dean for Academic Affairs (1998); Professor of Communication Studies (1983/2005)
- Fred Johnson: Ph.D., M.A., Ball State University; B.S.Ed., Taylor University; Assistant Professor of English (2008)
- Kent L. Jones: Ph.D., M.S., Washington State University; B.S., Walla Walla College; Professor of Computer Science (1995)
- Katherin Karr-Cornejo: Ph.D., M.A. University of Virginia; B.A. Washington University in St. Louis; Assistant Professor in Modern Languages (2012)
- Daniel C. Keberle: D.M.A., Arizona State University; M.Mus., B.Mus., Indiana University; Professor of Music (1988)
- Brooke Kiener: M.A., New York University; B.A., Whitworth College; Instructor of Theatre (2006)
- Nathan L. King: Ph.D., University of Notre Dame; M.A., Biola University; B.A., Seattle Pacific University; Assistant Professor of Philosophy (2010)
- Scott M. Kolbo: M.F.A., University of Wisconsin, Madison; B.F.A., Boise State University; Associate Professor of Art (2000)
- Laurie J. Lamon: Ph.D., University of Utah; M.F.A., University of Montana; B.A., Whitworth College; Professor of English (1991)
- John M. Larkin: Ph.D., M.A., University of Rochester; B.S., Pacific Lutheran University; Associate Professor of Physics (2003)
- Melinda J. Larson: M.S., Florida International University; B.A., Whitworth College; Head Athletic Trainer and Associate Professor of Kinesiology (1995)
- Margie Ness LaShaw: D.B.A., Anderson University; C.P.A., M.A., Washington State University; B.S., University of Idaho; Associate Professor of Accounting (1988)
- Lisa M. Taylor Laurie: Ed.D., M.Ed., M.A., Northern Arizona University; B.A., University of Redlands; Associate Professor of Education (2003)
- Kathryn Lee: Ph.D., M.A., The Johns Hopkins University; B.A. Wake Forest University; Professor of Political Science (2011)
- Matt Logie: M.Ed., B.A., Lehigh University; Coach II of Kinesiology and Head Men's Basketball Coach (2011)
- Richard G. Mandeville: Ph.D., M.A., B.A., University of Northern Colorado; Associate Professor of Education, Vice President for Student Life, and Dean of Students (2012)
- Susan L. Mabry: Ph.D., University of California, Irvine; M.S., University of Southern California; B.S., California State University, Fullerton; Associate Professor of Computer Science (1999)
- Terence P. McGonigal: Ph.D., M.Div., Fuller Theological Seminary; B.A., University of California; Associate Professor of Theology, Dean of the Chapel and Campus Pastor (1994), Dean of Spiritual Life (2008)
- Corey McKenna: Ph.D., University of California Santa Barbara; M.A., California State University, Fresno; B.A., California State University, Fresno; Associate Professor of Education (2012)
- James B. McPherson: Ph.D., M.A., Washington State University; B.A., Idaho State University; Associate Professor of Communication Studies (2001)
- Scott McQuilkin: Ph.D., The Pennsylvania State University; M.Ed., B.A., Whitworth College; Professor of Kinesiology (1985); Director of Athletics (1996); Vice President for Institutional Advancement (2010)
- Randall B. Michaelis: Ph.D., Washington State University; M.Ed., Eastern Washington University; B.A., Whitworth College; Professor of Education (1985), Associate Provost of Instruction (2011)
- Arlin C. Miglizzo: Ph.D., Washington State University; M.A., Northern Arizona University; B.A., Biola University; Professor of History (1983)
- Alan Mikkelsen: Ph.D., M.A., Arizona State University; B.A., Whitworth College; Associate Professor of Communication Studies (2005)
- Scott Miller: D.M.A., M.Mus., B.S., University of Nebraska-Lincoln; Assistant Professor of Music (2007)



- Roger L. Mohrlang: D.Phil., University of Oxford; M.A., Fuller Theological Seminary; B.S., Carnegie Institute of Technology; Professor of Theology (1978)
- Jonathan A. Moo: Ph.D., University of Cambridge; M.A., Gordon-Conwell Theological Seminary; M.S., Utah State University; B.A., Lake Forest College; Assistant Professor of Theology (2010)
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- Adam Neder: Ph.D., M.Div., Princeton University; B.A., Covenant College; Associate Professor of Theology (2004)
- Leonard A. Oakland: Ph.D., Washington State University; M.A., University of California, Berkeley; B.A., Westmont College; Professor of English (1966)
- Vange Ocasio: M.A., Colorado State University; B.A. Binghamton University; Instructor of Economics (2011)
- Deanna Dahlke Ojennus: Ph.D., University of Colorado at Boulder; B.S., Pacific Lutheran University; Associate Professor of Chemistry (2005)
- Alison Olzendam: Ph.D., Gonzaga University; M.Ed., Eastern Washington University; B.A., Washington State University; Associate Professor of Education (2010)
- Markus Ong: Ph.D., M.S., Stanford University; B.S., Harvey Mudd College; Assistant Professor of Physics (2010)
- Joshue Orozco: Ph.D., Rutgers University; M.A., Biola University; B.A., University of California at Los Angeles; Assistant Professor of Philosophy (2009)
- Pamela Corpron Parker: Ph.D., University of Oregon; M.A., Middlebury College; M.A., Eastern Washington University; B.A., Whitworth College; Professor of English (1997)
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- Donna Pierce: Ph.D., Washington State University; M.S., Eastern Washington University; M.A.T., Gonzaga University; B.A., University of Illinois Urbana; Associate Professor of Mathematics (2001)
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- Kamesh Sankaran: Ph.D., M.S., M.A., Princeton University; B.S., Illinois Institute of Technology; Associate Professor of Physics (2004)
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- Gerald L. Sittser, Jr.: Ph.D., University of Chicago; M.Div., Fuller Theological Seminary; B.A., Hope College; Professor of Theology (1989)
- Corliss K. Slack: D.Phil., Balliol College, Oxford University; M.A., University of South Carolina; B.A., Trinity College; Professor of History (1989)
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- W. Matthew Silvers: Ph.D., M.S., University of Idaho; B.S., Washington State University; Assistant Professor of Health Sciences (2010)
- Dale E. Soden: Ph.D., M.A., University of Washington; B.A., Pacific Lutheran University; Professor of History and Director of Continuing Studies (1986); Director of C. Davis and Annette Weyerhaeuser Center for Christian Faith & Learning and Special Assistant to the President for Strategic Planning (1996); Executive Assistant to the President (2006); Vice President for Planning (2008)
- Dennis W. Sterner: Ed.D., University of Montana; M.Ed., B.S., Millersville University of Pennsylvania; Professor of Education and Dean of the School of Education (1988)
- Dana Stevens: Ph.D. candidate, M.Ed., University of Washington; B.S., Lesley College; Instructor of Education (2007)
- Karen A. Stevens: Ph.D., M.A., Rice University; B.S., Marquette University; Professor of Chemistry (1995)
- Richard E. Stevens: Ph.D., Rice University; B.S., California State University, Fullerton; Professor of Physics and Chemistry (1998)
- Kathleen Harrell Storm: Ph.D., M.A., Fuller Theological Seminary; M.S., Indiana University; B.A., Wheaton College; Associate Professor of Psychology (1982); Vice President for Student Life and Dean of Students (1992); Associate Provost for Faculty Development and Scholarship (2012)
- Richard Strauch: D.M.A., Yale University School of Music; B.Mus., Wheaton College Conservatory; Professor of Music (1997)
- Julia K. Stronks: Ph.D., University of Maryland; J.D., University of Iowa College of Law; B.A., Dordt College; Professor of Political Science (1994)
- Douglas I. Sugano: Ph.D., M.A., University of California, Los Angeles; B.A., University of California, Berkeley; Professor of English (1988)
- Raja S. Tanas: Ph.D., Michigan State University; M.A., B.A., American University of Beirut; Professor of Sociology (1983)
- Ann Teberg: Ed.D., Washington State University; M.Ed., Whitworth College; B.A., Washington State University; Associate Professor of Education and Director of Student Teaching (2002)
- Adrian Teo: Ph.D., M.A., University of Minnesota; B.A., Oregon State University; Associate Professor of Psychology (1997)
- Jason Tobeck: M.A., B.A., Whitworth College; Coach II of Kinesiology and Assistant Football Coach (2000)
- Anne Trefry: M.S., B.S., Colorado State University; Instructor of Mathematics (2004)
- Diana Trotter: Ph.D., M.A., University of California, Berkeley; A.B., Cornell University; Professor of Theatre (1994)
- Craig B. Tsuchida: Ph.D., University of California, Santa Cruz; M.A., B.S., University of California, Los Angeles; Associate Professor of Biology (1996)
- Peter A. Tucker: Ph.D., OGI School of Science and Technology at Oregon Health and Science University; B.S., Whitworth College; Associate Professor of Computer Science (2003)
- Deborah L. Tully: Ed.D., Washington State University; M.Ed., University of San Diego; A.C., Portland State University; Director of Degree Completion and Elementary Teacher Certification Program (1997); Associate Dean for Teacher Education and School Partnership (2011)
- John R. Tully: M.Ed., University of San Diego; B.A., Azusa Pacific University; Master Coach of Kinesiology and Head Football Coach (1995)
- Patrick Van Inwegen: Ph.D., M.A., Loyola University Chicago; B.A., Gonzaga University; Associate Professor of Political Science (2006)
- Jo Ann Wagstaff: B.S., Washington State University; Coach I of Kinesiology and Assistant Athletics Director (1998)

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Noel R. Wescombe: Ph.D., M.S., University of California, Davis; B.S., California Polytechnic State University; Associate Professor of Psychology (1994)

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Noelle S. Wiersma: Ph.D., Southern Illinois University, Carbondale; M.A., University of Nevada, Las Vegas; B.A., Whitworth College; Professor of Psychology (2000); Dean of the College of Arts and Sciences (2012)

Roberta Wilburn: Ed.D., M.A., George Washington University; B.A., Mount Holyoke College; Professor of Education and Director of Graduate Studies in Education (2007)

Betty Fry Williams: Ph.D., University of Kansas; M.A., B.A., Western Michigan University; Professor of Education (1998)

Gordon R. Wilson: M.F.A., Fort Wright College; B.S., Portland State University; Professor of Art (1979)

Jason Wollschleger: Ph.D., University of Washington; M.A., University of Washington; M.S.W., Roberts Wesleyan College; B.A., Charleston Southern University; Assistant Professor of Sociology (2011)

Keith Wyma: Ph.D., M.A., University of Notre Dame; B.A., Calvin College; Associate Professor of Philosophy (1998)

John C. Yoder: Ph.D., Northwestern University; M.Div., Mennonite Biblical Seminary; B.A., Goshen College; Professor of Political Science (1980)

## Visiting Faculty

Michael Artime: B.A., McKendree College; Visiting Instructor of Political Science (2012)

B. Duff Bergquist: M.I.M. American Graduate School of International Business; B.B.A. Pacific University; Visiting Executive in Residence of Business and Economics (2010)

Linda Buff: M.Ed., Whitworth College; B.A., University of California, San Diego; Visiting Instructor of Education (2005)

Krista K. Crotty: Psy.D., Azusa Pacific University; M.S., Fuller Theological Seminary; B.A., Whitworth College; Visiting Assistant Professor of Education (2011)

Michael Fulton: Ph.D., M.A. University of Arizona; B.A. Washington State University; Visiting Assistant Professor of Spanish (2010)

A. Suzie Henning: Ed.D., Durham University; M.A.T., Fordham University; B.A., Seattle University; Visiting Instructor of Education (2009)

Lori L. Johnson: M.I.T., Whitworth College; B.A. Western Washington University; Visiting Instructor of Education (2011)

Andrew Kirkpatrick: M.A., Baylor University; B.A., Tulane University; Visiting Instructor of Political Science (2012)

Ryan Peterson: M.A., B.A., University of Washington; Visiting Instructor of Modern Languages (2010)

José R. Rojas: M.A., Salamanca University; B.A., Eastern Washington University; B.A., University Hotel School of Venezuela; Visiting Instructor of Modern Languages (2010)

Eric Sartell: M.B.A., Gonzaga University; B.A., Whitworth College; Visiting Instructor of Business and Economics (2007)

James Uhlenkott: Ph.D., Gonzaga University; M.A., Eastern Washington University; B.A., Eastern Washington State College; Visiting Assistant Professor of Education (2009)

Joseph R. Vigil: M.S., Eastern Washington University; B.A., Whitworth College; Visiting Instructor of Communication Studies (2007)

Anne H. Wilcox: M.A.T., B.A., Seattle Pacific University; Visiting Assistant Professor of Education (2011)

## Emeriti

Lewis F. Archer: Ph.D., Drew University; Professor Emeritus of English (1968-88)

F. Dale Bruner: Ph.D., University of Hamburg; M.Div., Princeton Theological Seminary; B.A., Occidental College; Professor Emeritus of Religion (1975-97)

Elizabeth H. Buxton: M.A., University of Virginia; Assistant Professor Emeritus of German (1994-2011)

Donald F. Calbreath: Ph.D., M.S., Ohio State University; B.S., North Texas State University; Associate Professor Emeritus of Chemistry (1984-2006)

A. Ross Cutter, Jr.: Ed.D., University of California, Berkeley; Professor Emeritus of Physical Education (1958-91)

Virgil A. Dedas, Ph.D., University of Kentucky; M.A., University of North Carolina; B.A., Wofford College; Professor, Library (1979-2010)

Martin B. Faber, Ed.D., University of Wyoming; Associate Professor Emeritus of Education (1972-90)

Barbara E. Filo, M.A., Eastern Washington University; M.A.T., Whitworth College; B.S.,

- Arkansas Technical University; Associate Professor Emeritus of Art (1985-2007)
- Leslie J. Francis, Ed.D., University of Northern Colorado; M.A., B.A., Eastern Washington University; Associate Professor Emeritus of Education (1984-2002)
- Ronald Frase, Ph.D., M.Th., Princeton Theological Seminary; B.Div., Fuller Theological Seminary; B.S., Wheaton College; Associate Professor Emeritus of Sociology and Latin American Studies (1973-90)
- Walter B. Grosvenor, M.A.T., University of Washington; B.A., Whitworth College; Professor Emeritus of Art (1968-99)
- Pauline D. Haas, M.F.A., Indiana University; Professor Emeritus of Art (1961-85)
- Rodney T. Hansen, Ph.D., Washington State University; M.A., University of Washington; B.S., Whitworth College; Professor Emeritus of Mathematics & Computer Science (1981-2002)
- David L. Hicks, Ph.D., M.S., University of Georgia; B.A., Cascade College; Professor Emeritus of Biology (1967-95)
- M. Richard Hornor, Ph.D., Gonzaga University, M.A., Washington State University, B.A., Whitworth College, Professor Emeritus of Theatre (1985-2011)
- Linda Lawrence Hunt, Ph.D., Gonzaga University; M.A.T., Whitworth College; B.A., University of Washington; Associate Professor Emeritus of English (1981-2002)
- James B. Hunt, Ph.D., M.A., B.A., University of Washington; Professor Emeritus of History (1973-2010)
- Gerald G. Kendall, Jr., M.B.A., St. Mary's College; B.A., San Francisco State College; Associate Professor Emeritus of Business Management (1984-2001)
- Lois M. Kieffaber, Ph.D., University of New Mexico; M.S., Columbia University; B.A., Manchester College; Professor Emeritus of Physics (1984-2003)
- J. Russell Larson, M.Ed., Whitworth College, Associate Professor Emeritus of Art (1947-79)
- Donald H. Liebert, Ph.D., Princeton Theological Seminary; M. Div., Fuller Theological Seminary; B.A., Wheaton College; Professor Emeritus of Sociology (1973-2002)
- Doris K. Liebert, Ph.D., Gonzaga University; M.Ed., Whitworth College; B.A., Seattle Pacific University; Professor Emeritus of Education (1983-2002)
- Margo S. Long, M.A.T., B.A., Whitworth College, Associate Professor Emeritus of Education (1978-2011)
- Patricia A. MacDonald, Ph.D., M.A., University of Rochester; B.A., University of Washington; Professor Emeritus of Psychology (1955-94)
- Diane Dempsey Marr, Ph.D., M.A., University of Idaho; B.A. San Jose State University; Professor Emeritus of Education (1996-2007)
- Charles W. McKinney, Ph.D., Washington State University; M.S., Southern Oregon State College; B.S., Oregon State University; Associate Professor Emeritus of Economics & Business (1985-99)
- Sharon H. Mowry, Ph.D., Gonzaga University; M.A., Fresno Pacific College; B.S., Portland State University; Associate Professor of Education (2007-10)
- Howard A. Redmond, Ph.D., University of Southern California; Professor Emeritus of Religion & Philosophy (1957-90)
- Tammy R. Reid, Ph.D., Washington State University; M.A., Eastern Washington University; B.A., Whitworth College; Associate Professor Emeritus of English and Education (1971-2010)
- Shirley S. Richner, Ph.D., University of Idaho; M.Ed., Whitworth College; B.Mus., University of Texas, El Paso; Professor Emeritus of Education (1966-92)
- William P. Robinson, Ph.D., University of Pittsburgh; M.A., Wheaton College; B.A., University of Northern Iowa; President Emeritus (1993-2010)
- Daniel C. Sanford, Ph.D., University of Denver; B.A., Whitworth College; Professor Emeritus of Political Studies (1970-2000)
- Richard E. Schatz, Ph.D., M.A., University of Hawaii, B.A., University of Washington, Professor Emeritus of Economics (1989-2011)
- Carol J. Smucker, Ph.D., University of Michigan, M.A., Middlebury College, France, B.A., Goshen College, Associate Professor Emeritus of French (1997-2008)
- Howard M. Stien, Ph.D., University of Wyoming; M.Ed., Macalester College; B.A., Northwestern College; Professor Emeritus of Biology (1957-92)
- Pat Stien, M.A.T., Whitworth College; B.A., Wheaton College; Associate Professor Emeritus of Theatre (1966-92)
- Thomas T. Tavener, D.M.A., M.A., B.A., University of Washington; Professor Emeritus of Music (1959-94)
- Gordon Watanabe, Ed.D., Washington State University; M.Ed., B.A., Whitworth College; Professor Emeritus of Education (1992-2007)
- George E. Weber, Ph.D., Gonzaga University; M.B.A., Harvard University; B.A., Whitworth



## Whitworth Campus

### THE AQUATICS CENTER

The Whitworth Aquatics Center, completed in 1985 and updated in 1992, houses a six-lane, 25-yard competition pool with a moveable bulkhead, allowing for a warm-up pool in the shallow end. The university offers a variety of classes, including water aerobics, kayaking, SCUBA and swimming, in the aquatics center. Lap and open-swim hours are available throughout the day and evening.

### AULD HOUSE

The Sara Miller Auld House is home to Whitworth's human resource services and payroll offices. Built around 1914, the house was originally the home of Sara Miller Auld, the daughter of one of the tenant farmers employed by Jay P. Graves, who donated the land for Whitworth. Auld was a 1925 graduate of Whitworth. The university bought Auld House in 1988 and converted it into offices.

### THE HARRIETT CHENEY COWLES MEMORIAL LIBRARY

Originally constructed in 1948 in memory of the wife of Spokane newspaper publisher William H. Cowles, Sr., the library was expanded in 1969 and again in 1993, when it not only doubled in size but was positioned to embrace the age of digital information. While physical holdings comprise more than 230,000 books, periodical volumes, audiovisual media, etc., plus extensive archival collections, the library serves also as gateway to immense "virtual collections" accessible online, and to other information resources beyond its walls via interlibrary loan. Three computer labs along with multiple computer stations for student use are located in the building, which is also home to the departments of instructional resources and information systems, the instructional technology and media services center, and the Whitworth Writing Center.

### COWLES MEMORIAL AUDITORIUM

Named in honor of Spokane publisher William H. Cowles, Sr., the auditorium, constructed in 1955 and refurbished in 1995, seats 1,250 people. Lectures, theatre, ballet, music performances and other events take place in the auditorium throughout the year. The theatre department offices are also located in this building.

### DIXON HALL

Constructed in 1955 and remodeled in 2000, Dixon Hall is named in memory of Grant Dixon, Sr., a Whitworth trustee from 1940-49. It serves as one of the main classroom buildings on campus. Offices for the Whitworth School of Education, graduate studies in education, and the psychology department are located here.

### FACILITIES SERVICES

Constructed in the mid-1940s with additions in 1950 and 1956, the facilities services building houses a connected boiler room, shop room, HVAC and electrical shop, carpenter shop, paint shop and general trades shop.

### THE FIELDHOUSE

A gift from C. Davis Weyerhaeuser, a university trustee from 1941 until his death in 1999, the fieldhouse was built in 1962. Facilities include a portable wood floor for basketball and volleyball, batting and pitching cages, a ballet loft, and indoor track-and-field facilities. The Dr. James P. Evans Athletic Training Center, including offices of the athletic training program and athletic training facilities, is also located in the fieldhouse.

### GRAVES GYMNASIUM

Graves Gymnasium is named in honor of Spokane realtor J. P. Graves, a trustee of Whitworth from 1914-18, who donated the land on which Whitworth now stands. Graves Gym serves as the practice facility for men's and women's varsity basketball and volleyball. Kinesiology & athletics classes and many intramural activities take place in Graves; many of the coaches' offices are also located here.

### HAWTHORNE HALL

Purchased in 1998, this former elementary school features seven classrooms and two computer labs. It also houses the offices of continuing studies, institutional advancement, alumni, parent & church relations, university communications, The Whitworth Foundation and The Whitworth Fund.

### EILEEN HENDRICK HALL



For many years, this structure, completed in 1975, housed the offices of the student life division. It was remodeled in 1997 for classroom use and is currently home to the Whitworth International and Intercultural Student Affairs Office, the International Education Center, and Off-Campus Studies.

#### **HIXSON UNION BUILDING**

The Hixson Union Building was dedicated in 1998 in gratitude to Christina Hixson and the Ernst F. Lied Foundation Trust for supporting the construction of this beautiful student center, which stands on the site of the old Hardwick Union Building. Located in this building are the campus bookstore, post office, café, dining hall, Mind & Hearth Coffee House, lounge areas, game room, outdoor-recreation office, *Whitworthian* (campus newspaper) and *Natsihi* (yearbook) offices, and the Whitworth online radio studio. The HUB also includes offices for the Associated Students of Whitworth University (ASWU), various student organizations, the dean of students, student employment, educational support services, career services and residence life, as well as the learning resource center and a number of meeting rooms.

#### **ERIC JOHNSTON SCIENCE CENTER**

Constructed in 1967, the science center was a gift from the Eric Johnston Foundation. Under a grant from the National Science Foundation, this facility was extensively renovated in 1998-99. The Science Center is home to the physics and math/computer science departments, as well as classrooms, labs, two greenhouses, and a recently renovated auditorium and lecture hall.

#### **THE LIED CENTER FOR THE VISUAL ARTS**

The Ernst F. Lied Center, Whitworth's 20,000-square-foot visual-arts building, opened in 2008. In addition to large, well-lit teaching studios for ceramics and sculpture, drawing, mixed media, painting and printmaking, the building features a computer graphics laboratory, two galleries, and interior view corridors as well as exterior views to the center of campus and toward the mountains to the north.

#### **THE LINDAMAN CENTER**

Constructed in 1946 and remodeled in 1980 and 2004, the Lindaman Center bears the name of Edward B. Lindaman, Whitworth president from 1970-80. The department of philosophy is housed in this building along with two computer labs. In addition, the communication studies department and the political science department offices are located here. The offices for capital projects can be found here, as well.

#### **MacKAY HALL**

This house, the onetime home of Rev. Donald D. MacKay, a former Whitworth dean, president (1911-17) and chairman of the board of trustees (1914-17), is now home to the office of admissions.

#### **McEACHRAN HALL**

Constructed in 1952 and named in honor of Whitworth Board of Trustees Chairman W.L. McEachran, who served from 1923-59, this facility houses the administrative offices of the president, academic affairs, business affairs, the registrar, student accounting services and financial aid.

#### **SEELEY G. MUDD CHAPEL**

Constructed in 1979, the chapel was donated by the Seeley G. Mudd Foundation in recognition of Whitworth's commitment to the integration of faith and learning. The chaplain's staff offers midweek worship services, weekly Hosanna services, and other services as requested by the university and community.

#### **THE MUSIC BUILDING**

Constructed in 1977, the music building, dedicated to William H. Cowles, Jr., houses a recital hall, orchestra room, classrooms, music library, faculty offices, 17 practice rooms with pianos, and a piano lab.

#### **OMACHE FIELD**

Located at the southwest corner of the Whitworth campus, Omache Field opened in fall 2007 and is used for recreational activities and intramural sports. The field, seeded with athletic turf, covers 120,000 square feet and includes a 240-foot-by-400-foot playing area for Ultimate Frisbee, soccer, flag football and other intramural sports and recreational events. Omache Field was named in honor of the generations of students and alumni from the Okanogan Valley who have attended Whitworth; the valley was earlier known as Omache by the Okanogan Indians.

#### **THE PINE BOWL**

Whitworth's football and soccer teams practice and play home games here. In 1994, an all-weather track and other improvements were added. Boppell Memorial Track is named in honor of the parents of former chairman of the Whitworth Board of Trustees Charles L. (Chuck) Boppell, '65.

#### **WILLIAM P. AND BONNIE V. ROBINSON SCIENCE HALL**

Opening in fall 2011, the Robinson Science Hall, named for one of Whitworth's most popular and long-serving presidents (1993-2010) and his wife, is the largest, most ambitious academic facility in Whitworth's history. The three-story, 63,000-square-foot building on the site of the former fine arts building (Whitworth's original science building) implements many sustainable practices in its construction and operation and provides optimum classroom and lab space for Whitworth's biology and chemistry students.

#### **SCHUMACHER HALL**

Schumacher Hall, which has served as both a residence hall and home to the university communications office, houses the Whitworth Health & Counseling Services Center.

#### **THE SCOTFORD FITNESS CENTER**

Constructed in 2000, this 4,200-square-foot facility, named for alumnus and longtime trustee John Scotford, '51, and his wife, Judy, provides state-of-the-art exercise facilities for students, faculty and staff.

#### **THE SCOTFORD TENNIS CENTER**

The tennis center, also named for the Scotfords, includes Cutter Tennis Courts, opened in 2005 and named for Whitworth Professor Emeritus A. Ross Cutter, Jr. The center includes three outdoor courts and three all-weather courts inside an inflatable tennis bubble.

#### **WESTMINSTER HALL**

Constructed in 1946 and remodeled in 2008-09, Westminster is home to the English, modern languages, theology, and kinesiology & the athletic department offices, as well as to the athletic training education program and six classrooms.

#### **THE WESTSIDE ATHLETICS COMPLEX**

This facility includes Diana Marks Softball Field and a complete men's and women's soccer facility. The fields feature state-of-the-art scoreboards and a shared press box.

#### **WEYERHAEUSER HALL**

In addition to housing seven classrooms, two computer labs, the Robinson Teaching Theatre and a conference room, this 33,000-square-foot facility is home to the Whitworth School of Global Commerce & Management and the departments of economics & business, history and sociology. Constructed in 2004, it is also a vital contact point between Whitworth and the larger community through the work of the Weyerhaeuser Center for Christian Faith & Learning and the Regional Resource & Learning Center.

## **Student Housing**

[www.whitworth.edu/housing](http://www.whitworth.edu/housing) :: [housing@whitworth.edu](mailto:housing@whitworth.edu)

#### **AREND HALL**

Constructed in 1957 and remodeled in 1986, Arend Hall (named in honor of Albert Arend, Whitworth trustee from 1925-84) houses 93 women and 70 men on three floors.

#### **BALDWIN-JENKINS HALL**

Baldwin-Jenkins, named for Estella E. Baldwin, registrar from 1935-70, and Marion R. Jenkins, dean of women from 1931-63, is predominantly a freshman residence hall. Eighty-nine residents live in Jenkins and 71 live in Baldwin; a common lounge separates the two wings. "BJ" was built in 1968.

#### **BALLARD HALL**

Built in 1914, Ballard Hall burned to the ground in 1927 and was rebuilt and reopened in 1928. Named for W. R. Ballard, university trustee from 1892-1912, this hall was originally an all-male dormitory. It is now a residence hall for 62 women and is the sister hall to McMillan (see below).

#### **BOPPELL HALL**

Constructed in 2001, Boppell Hall houses 84 mostly upper-division students in apartment-style suites that include two bedrooms, private bathrooms, and common living areas with kitchenettes and storage spaces. The residence hall is named in honor of Charles "Chuck" Boppell, '65, longtime chair of the board of trustees.

#### **CORNERSTONE HALL**

In 2008, Whitworth purchased and renovated the Cornerstone property and transformed it into a multi-discipline living/learning community, administrative offices, a dance studio and banquet rooms. The residence-life part of the building houses up to 31 freshman women, who live in three-person rooms, each with air conditioning and its own private bathroom. With its room configurations, its

large common kitchen on the first floor, and its spacious living room in the lower level, Cornerstone naturally fosters a close-knit community.

#### **DUVALL HALL**

Dedicated in fall 2006, Duvall houses 160 students representing all four classes. Its unique three-to-five-bedroom "pods" house 6-10 students per unit. Each pod includes its own private living room and bathroom. The hall was named in honor of the late R. Fenton Duvall, beloved Whitworth professor emeritus of history, who served the university from 1949-81.

#### **EAST HALL**

The East Residence Hall, completed in 2009, is a 170-bed facility that houses all four class levels in single, double and triple rooms. The three-story building features unique common spaces, large- and small-group meeting spaces, and study spaces.

#### **McMILLAN HALL**

Constructed in 1913 and remodeled in 1987, McMillan Hall is Whitworth's original building, which housed all classrooms, offices, dormitory rooms and the dining hall. Once a female dorm, then a co-ed facility after the fire in which Ballard Hall was destroyed, "Mac" is now an all male residence hall and is the brother hall to Ballard. Named for the Rev. Hugh H. McMillan, Whitworth trustee from 1907-31, the hall houses 76 men.

#### **STEWART HALL**

Constructed in 1963 and remodeled in 1988, Stewart was named in honor of the Rev. Calvin W. Stewart, Whitworth president from 1890-98. Stewart Hall houses 35 men and 35 women in four-person suite-style rooms.

#### **THE VILLAGE**

The Village, constructed in 1972, consists of three 20-student residence halls that offer all four classes a "homelike" experience. In fact, most of the room are singles.

#### **WARREN HALL**

Constructed in 1952 and 1963 and remodeled in 1989, Warren is named in honor of Frank Warren, who was Whitworth's longest-serving president (1940-63), and one of its most beloved leaders. The building that bears his name is divided into three wings, East, South and West; Warren Hall is home to more than 200 students.

#### **THEME HOUSES**

Whitworth's extensive theme-house program provides juniors and seniors with varied living environments and leadership opportunities. Each residence is based on a proposal submitted by groups of students who then live in the house and host educational and/or service-oriented programs.

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